

VOLUME XVI

NUMBER 2

THE SOUTHERN SPEECH JOURNAL

DECEMBER, 1950

PUBLIC SPEAKING IN MISSOURI: 1904	<i>Alice Donaldson</i>	117
THE MAGNANIMOUS MR. CLAY	<i>Robert Gray Gunderson</i>	133
FUNDAMENTAL NEEDS FOR INTERPRETATIVE ATTAINMENT	<i>Ernest R. Hardin</i>	141
A WORKING SYSTEM OF IDEAS	<i>Clarence Edney</i>	145
THE 1950 NATIONAL QUESTIONS COMMITTEE	<i>Glenn R. Capp</i>	152

Published By
THE SOUTHERN SPEECH ASSOCIATION

THE SOUTHERN SPEECH JOURNAL

*Published during the months of September, December,
March, and May by The Southern Speech Association
together with Grant-in-Aid by The University of Florida*

THE SOUTHERN SPEECH ASSOCIATION

Officers, 1950-1951

President, Claude L. Shaver.....	Baton Rouge, Louisiana
Louisiana State University	
First Vice-President, Betty May Collins.....	Memphis, Tennessee
Memphis Technical High School	
Second Vice-President, J. Dale Welsch.....	Hattiesburg, Mississippi
Mississippi Southern College	
Third Vice-President, Batsell B. Baxter.....	Nashville, Tennessee
David Lipscomb College	
Executive-Secretary, T. Earle Johnson.....	University, Alabama
University of Alabama	

The Southern Speech Journal

Editor, Dallas C. Dickey.....	Gainesville, Florida
University of Florida	
Book Reviews, Robert J. Dierlam.....	Gainesville, Florida
University of Florida	
News and Notes, Louise Sawyer.....	Valdosta, Georgia
Valdosta State College	
Advertising Manager, T. Earle Johnson.....	University, Alabama
University of Alabama	

The Southern Speech Journal is printed in the months of September, December, March, and May by the Convention Press, Jacksonville, Florida.

Entered as second-class matter at the post office at Jacksonville, Florida under the act of March 3, 1879.

Subscriptions, including membership in the Southern Speech Association, are \$2.00 per year. Single copies, 50c. Sustaining membership, \$5.00. Send subscription order to *The Southern Speech Journal*, Office of Publication, 218 West Church Street, Jacksonville 2, Florida, or to T. Earle Johnson, University of Alabama, University, Alabama.

Correspondence in regard to contributions to the *Journal*, should be sent to Dallas C. Dickey, University of Florida, Gainesville, Florida.

OFFICERS OF STATE ASSOCIATIONS, 1950-1951

ALABAMA

President.....Eldon K. Jerome, Alabama Polytechnic Institute, Auburn
Secretary-Treasurer.....Mrs. Mary Gene Peacock, Public Schools, Birmingham

ARKANSAS

President.....Tom Headley, Henderson State Teachers College, Arkadelphia
First Vice-President.....Bob Brown, Arkansas State College, Jonesboro
Second Vice-President.....Alberta Harris, Little Rock High School
Third Vice-President.....Geneva Eppes, Hendrix College, Conway
Secretary-Treasurer.....Bill Skillman, Harding College, Searcy

FLORIDA

President.....Thelma Jones, University of Tampa, Tampa
First Vice-President.....Tom Lewis, Florida State University, Tallahassee
Second Vice-President.....June Davis, Andrew Jackson High School, Jacksonville
Secretary-Treasurer.....Robert Dierlam, University of Florida, Gainesville

GEORGIA

President.....Ruth Draper, Washington Seminary, Atlanta
First Vice-President.....Sue Craig, Payne College, Augusta
Second Vice-President.....George Neely, Emory University, Atlanta
Treasurer.....Louise Sawyer, Valdosta State College, Valdosta
Secretary.....James E. Popovich, University of Georgia, Athens

KENTUCKY

President.....Gifford Blyton, University of Kentucky, Lexington
First Vice-President.....Allie Dragoo, Stamping Ground
Second Vice-President.....Gladys Damarcus, Middlesboro
Secretary-Treasurer.....Mrs. R. R. Craft, Winchester

LOUISIANA

President.....John Robinson, Southeastern Louisiana College, Hammond
Vice-President.....Ruth Proctor, New Orleans Public Schools
Secretary-Treasurer.....Francine Merritt, Louisiana State University

MISSISSIPPI

President.....Virginia Lee Harrison, Mississippi State College For Women,
Columbus
Vice-President (Colleges).....James Kelly, University of Mississippi, Oxford
Vice-President (High Schools).....Evelyn Steadman, Hattiesburg
Secretary-Treasurer.....John Wills, Mississippi Southern College, Hattiesburg

NORTH CAROLINA

President.....Joe Wetherby, Duke University, Durham
Vice-President.....Louis Hall Swain, North Carolina State College, Raleigh
Secretary.....Norman Mattis, University of North Carolina, Chapel Hill

TENNESSEE

President.....Batsell B. Baxter, David Lipscomb College, Nashville
First Vice-President.....Freda Kenner, Messick High School, Memphis
Second Vice-President.....Ethel W. Walker, Crossville High School, Crossville
Executive-Secretary.....Don Streeter, Memphis State College, Memphis
Editor.....David Harkness, University of Tennessee, Knoxville

TEXAS

President.....Jesse J. Villarreal, University of Texas, Austin
Vice-President.....Mrs. N. N. Whitworth, Amarillo High School, Amarillo
Executive-Secretary.....Crannell Tolliver, West Texas State College, Canyon
Editor-Historian.....Bruce Roach, University Interscholastic League, Austin

VIRGINIA

President.....Dorothy Crane, Newport News High School, Newport News
Vice-President.....Alton Williams, University of Richmond, Richmond
Secretary-Treasurer.....Frances Cox, Newport News High School, Newport News

SOUTHERN SPEECH ASSOCIATION

SUSTAINING MEMBERS

ALABAMA

Backus, Ollie L.	University of Alabama
Bales, Allen	University of Alabama
Bardes, Archer	Alabama Institute for Deaf and Blind
Beasley, Jane	University of Alabama
Carlin, May G.	Mobile City Schools
Coffman, Ruth	University of Alabama
Compton, Mary E.	Alabama College
Davis, Frank B.	Alabama Polytechnic Institute
Ecroyd, Donald H.	University of Alabama
Evans, M. Fred	Birmingham Southern College
Gallaway, Marian	University of Alabama
Harwood, Kenneth A.	University of Alabama
Irby, James V., Jr.	Spring Hill College
Johnson, Rose B.	Woodlawn High School, Birmingham
Johnson, T. Earle	University of Alabama
Mahaffey, Joseph H.	Alabama Polytechnic Institute
Martin, Leo	University of Alabama
Roberts, Maumee	Birmingham City Schools
Spielberg, Martin	University of Alabama
Treutel, Lucile	Mobile City Schools
Vickers, William E.	Pineview Manor for Handicapped Children

ARKANSAS

Baker, Virgil L.	University of Arkansas
Eppes, Geneva	Hendrix College
Hammett, Doris	Arkansas College
Scott, Leona	Arkansas State Teachers College

FLORIDA

Ainsworth, Stanley	Florida State University
Busfield, Roger M., Jr.	Florida State University
Campbell, Clayton C.	Florida State University
Constans, H. P.	University of Florida
Dickey, Dallas C.	University of Florida
Dierlam, Robert J.	University of Florida
Dusenbury, Delwin B.	University of Florida
Edney, C. W.	Florida State University
Ehninger, Douglas	University of Florida
Hale, Lester L.	University of Florida
Hunt, Bertha	Miami, Florida
Jones, Thelma	University of Tampa
Larry, Cynthia	University of Florida

FLORIDA — Continued

Lewis, Thomas R.
Lighthiser, Mrs. Irene
McCalmon, George A.
McClellan, Margaret
Mase, Darrel
Morrill, Roberta
Perritt, H. H.
Phifer, Gregg
Weaver, J. Clark
Whitaker, William B.
White, Eugene

Florida State University
Orlando Senior High School
Florida State University
University of Florida
University of Florida
St. Petersburg Jr. College
University of Florida
Florida State University
University of Florida
Rollins College
University of Miami

GEORGIA

Neeley, George A.
Sawyer, Louise A.
Vance, Carolyn
West, Edna

Emory University
Valdosta State College
University of Georgia
G.S.C.W.

ILLINOIS

Reddick, Glen
Plette, W. Fredric

University of Illinois
Champaign, Illinois

KENTUCKY

Calhoun, Rena
Dobyns, Miriam
Donnell, Marjorie
Johnson, Inman
McGlon, Charles A.

Georgetown College
Hazard, Kentucky
Union College
Southern Baptist Theological Seminary
Southern Baptist Theological Seminary

LOUISIANA

Braden, Waldo
Bradford, Clinton W.
Burke, Lorretto
Gray, Giles W.
Idol, Harriett
Merritt, Francine
Shaver, Claude
Stockwell, Irma
Wasson, H. Waldo
Wiksell, Wesley
Wise, C. M.

Louisiana State University
Louisiana State University
New Orleans, Louisiana
Louisiana State University
Louisiana State University
Louisiana State University
Louisiana State University
Louisiana State University
Northwestern State College
Southwestern Louisiana Institute
Louisiana State University
Louisiana State University

MICHIGAN

Densmore, G. E.

University of Michigan

The Southern Speech Journal

VOLUME XVI

DECEMBER, 1950

NUMBER 2

CONTENTS

Public Speaking In Missouri: 1904.....	Alice Donaldson	117
The Magnanimous Mr. Clay.....	Robert Gray Gunderson	133
Fundamental Needs For Interpretative Attainment.....	Ernest R. Hardin	141
A Working System Of Ideas.....	Clarence Edney	145
The 1950 National Questions Committee.....	Glenn R. Capp	152
Message from The President.....	Claude L. Shaver	155
Mid-Century Speech Conference.....	John B. Newman	157
Book Reviews:		
Downer, Alan S., <i>The British Drama: A Handbook and Brief Chronicle.</i> By Albert E. Johnson		161
Manser, Ruth B., and Finlan, Leonard, <i>The Speaking Voice.</i> By Ruth Coffman.....		162
Wagner, Russell H., and Arnold, Carroll C. Arnold, <i>Handbook Of Group Discussion.</i> By Wayne C. Eubank.....		164
Heffron, Pearl, and Duffey, William R., <i>Teachings Speech— Methods And Aims In The Study of Speech.</i> By Thomas R. Lewis		165
Summers, Harrison Boyd, Whan, Forest Livings, and Roussee, Thomas Andrew, <i>How To Debate: A Textbook For Beginners.</i> By Donald H. Ecroyd.....		166
Glasgow, George M., <i>Dynamic Public Speaking.</i> By Robert T. Rickert		167
Gould, Samuel B., and Dimond, Sidney A., <i>Training The Local Announcer.</i> By Kenneth Harwood.....		168
Zelko, Harold P., <i>How To Become A Successful Speaker.</i> By Ralph T. Eubanks.....		168
News and Notes.....		171
Advertising.....		177

The Southern Speech Journal

VOLUME XVI

DECEMBER, 1950

NUMBER 2

PUBLIC ADDRESS IN MISSOURI: 1904

ALICE DONALDSON*

The people of Missouri apparently have an inordinate fondness for speech making. Walter Williams insisted that no higher compliment could be paid to a Missourian than to ask him to make a speech — "the art of arts." Thus the year 1904 was a happy one for these talk-loving people. When one of the hottest election races in all of the state's history and a World's Fair are added to everyday oratory, the total amount of speaking becomes prodigious. By April 18 of that year, one of the four candidates for the Democratic nomination for governor, Joe Folk, had made 125 speeches averaging ninety minutes in length.¹ The opening day ceremonies for the World's Fair required three hours of oratory, and later every building had its formal dedication with a half-dozen or more speeches in its honor. The activities of the school, the church, and the local cultural societies were equally verbose. No wonder that Walter Williams inquired if all states had the "same exalted idea of speech-making Missouri and Missourians entertain?"²

The Missouri audiences who listened readily to speeches were also critical of the men who spoke. The purpose of this paper is to determine the critical standards applied to speakers by reporting on the comments on speaking which appeared in newspapers throughout the state. The traditional classification of rhetoric — invention, disposition, elocution, memory, and delivery — serves as an outline for the discussion of the comments. For the purpose of this essay, the lecturer at the local literary society and the lawyer of stump campaigning are equal in importance to the men whose names are

*Instructor in Speech and Director of Debate, Clayton High School, Clayton, Missouri.

¹St. Louis *Post-Dispatch*, April 18, 1904.

²Walter Williams, "Missouri Oratory," *Jefferson City State Tribune*, January 15, 1904.

synonymous with Missouri history; for the listening audiences passed judgment on all who spoke before them. Since the newspaper reporters were for the most part untrained as rhetoricians, their comments represent the concept of public address embodied in the thoughts and feelings of the people — the concept of public address which this paper seeks to determine.

INVENTION

As the scope of oratory is unlimited, the most difficult task facing any would-be orator is the selection and development of a subject. The political orators of 1904 usually followed a traditional pattern. They expounded the planks of the platform, painted a vivid picture of contrast — on one side was the wickedness of the opposition, on the other was the purity of their own parties and how prosperity reigns with their party in office. They followed this descant with the 1904 version of a chicken in every pot and two cars in every garage — “gold will roll into the coffers of the workingman” and “the granaries of the farmer will be filled to overflowing with the fruits of the earth.”³ The gubernatorial candidate had their own special versions. Jim Reed talked for Missouri and the Democratic party and against Joe Folk. Harry Hawes also attacked Folk, who seldom varied from his theme of good government and the prosecution of boodle. The Republican candidate, Cyrus P. Walbridge, talked at length about good government, peaceable elections, and the sanctity of the ballot. Personal abuse was common. Harry Hawes was not afraid to call Joe Folk a traitor and a Republican in disguise. This latter epithet carried with it all the bitter memories of the ten year period following the Civil War when the Democrats, for the most part, were disfranchised by the Republicans. Folk in turn labeled Hawes as “a machine-made product of ward-heeler politics.”⁴

The reports of the sermons indicate that the alert ministers of 1904, seeking a choice of subject, followed the traditional selection of a Biblical text; but they sought to develop the text with an increased number of human interest stories and possible application to current events.

³“The Campaign Orator and His Methods,” *St. Louis Globe-Democrat*, October 16, 1904, Mag. Sect.

⁴*St. Louis Post-Dispatch*, January 17, 1904, Sun. Mag.

The local cultural groups seemed to have varied interests. The subjects advertised for the Young Men's Sodality Lecture Course ranged from "A Century's Evolution in the Rifle, with Some Army Reminiscences," to "Theism and Reason."⁵

Though Missouri audiences were willing to listen to speeches on almost any topic, they expected the speakers to know their subjects. They were pleased with outstanding familiarity with material; consequently, Francis Marion Cockrell invariably won the admiration of his audiences. According to Champ Clark, Cockrell could talk for hours, giving column after column of figures without a single note in front of him.⁶ If a speaker lacked an ordinary familiarity with his subject, he was greeted with ridicule. Valentine T. Sublett was compared with an Indian brave who became confused in the forest and finally exclaimed, "Indian is lost," and realizing the ridiculousness of the situation and how unbecoming it was to a red man of the forest, he struck himself on the breast with his clenched fist and proudly shouted: "No! big Injin not lost, big Injin is here, wigwam is lost."⁷

Logical proof was another important criterion in judging speakers. One paper criticized Herbert Hadley by saying that "He [Hadley] can hold a joint debate with himself on any subject and secure a favorable decision for both sides to the controversy."⁸ The importance of logical proof can be illustrated further inasmuch as papers for and against Jim Reed discussed his use of logic. Favorable papers described his speeches as the epitome of logical proof while the opposition spoke ominously of illogical deductions.

The recorded comments on emotional arguments were more prevalent than the notations concerning logical proof. Critics frequently reported an entire speech by quoting several emotional sentences; for example, the reporter covering James A. Reed's speech to the Daughters of the Confederacy quoted Reed as saying, "The Confederate soldiers were as brave a lot as ever trod the earth, their wives still braver; while the husbands fought, the women kept bright. I drink from pure water to the health of the daughters . . . and trust that

⁵St. Louis *Globe-Democrat*, January 6, 1904.

⁶Champ Clark, "Missouri's Candidate," *Saturday Evening Post*, April 30, 1904, 8-9.

⁷Hannibal *Courier-Post*, October 13, 1904.

⁸Joplin *Daily Globe*, October 6, 1904.

they will be as beautiful as their mothers and as brave as their fathers."⁹ Another device of the critics was to attack a speaker for lack of emotion in his speeches. Often reporters deplored the unemotional quality of Joe Folk's speaking. His followers sought to defend Folk by declaring that the orator's day was over and that today men are judged by action and not by tongue. The Joplin *Daily Globe* took issue with this statement and carried the idea to absurdity by saying that, without use, the tongue would disappear as an organ of the body but "the dear posterity that will enjoy this calm, non-oratorical stagnancy will be eight or ten thousand centuries further removed from their simian ancestry than ourselves."¹⁰ Emotional phrasing was, indeed, an important part of the speeches heard in Missouri in 1904.

Another factor which was part of the final success or failure of a speech was the speaker's ability to adapt to the audience and the occasion. Champ Clark was praised as having skill beyond the ordinary when he shortened the speech he was to give before the Democratic National Convention. The audience had sat for a period almost beyond endurance; consequently their appreciation of speeches was being measured by their brevity. Honorable James T. Lloyd gave a speech aimed to please his Hannibal audience. He began by praising their late Congressman W. H. Hatch and closed by carefully reviewing his own personal accomplishments for Hannibal.¹¹ Many speakers indulged in satire to please their audiences. The vituperative speech apparently served two contrary purposes by rousing the faithful to a fighting pitch and by making the opposition united and determined in its stand. The Columbia *Missouri Statesman*, a democratic paper, recognized this latter quality when it ran a want ad on the editorial page.

WANTED — A few venomous, vitriolic, red-hot, republican speeches in Boone county, to cement the democracy, stir up from our lethargy, and make sure of the beastly majority. This is badly needed to put enthusiasm into the state campaign, and insure a majority of 75,000.¹²

John Sharp Williams, a Mississippi orator of national importance,

⁹Nevada *Southwest Mail*, January 29, 1904.

¹⁰Joplin *Daily Globe*, January 24, 1904.

¹¹Hannibal *Courier-Post*, October 22, 1904.

¹²Columbia *Missouri Statesman*, September 9, 1904.

was well-known for his biting tongue. Missouri papers reported the extremely sarcastic address which he gave when he notified Henry G. Davis of the Democratic nomination for vice-president. The title, which reveals the contents of the speech, was "A Brief Historical Disquisition Upon Some of the Blunders of Our Ancestors, as viewed from the Standpoint of the Wisdom of Republican Statesmen Who Have Embraced the Strenuous Life."¹³ Not all of the orators of the day were able to improvise the changes in a speech made necessary by the audience or the occasion, nor could they all indulge in ridicule and make it an effective weapon, but the critics praised and criticized accordingly. Some speakers had to take ridicule themselves as did John Flanigan of Carthage. While speaking at St. Joseph, he became so emotional that his voice was barely audible. The reporters quoted some wag as saying that John Flanigan "was 'too full for utterance.'"¹⁴

The integrity of the speaker was also a device which influenced the listening audiences. Joe Folk's honesty received divergent judgments. One paper said that his high character and his faithful discharge of his duties as a public servant characterized his work and his speeches.¹⁵ A paper from the opposition accused Folk of putting on a show in order to get elected. The reporter continued that this was not a very effective device because it only made the hearer uncomfortable to be in the presence of such an honest man, particularly one who constantly expounded on his honesty.¹⁶ To estimate the importance of ethical appeal and to determine sources of credibility in a speaker, the presence of the party spirit is not a matter for concern. The very fact that newspapers attempted to build up their candidates and tear down the opposition by references to wisdom, character, and personality indicates that the Missouri audiences considered the speaker's ethical appeal effective proof.

Missourians in 1904 had definite ideas on invention. While the speech might be on almost any subject, the orator must know his subject and be able to present the issues in a logical and interesting manner. Personal integrity, adaptation to the audience, adroit use of emotional appeal were three tenets which contributed to the success

¹³St. Louis *Post-Dispatch*, August 17, 1904.

¹⁴Joplin *Daily Globe*, July 30, 1904.

¹⁵Columbia *Missouri Statesman*, September 9, 1904.

¹⁶Dallas (Texas) *Times-Herald*, in *Lamar Democrat*, March 17, 1904.

or failure of many speakers. The wise orator gave his audience what they wanted to hear and tempered all of his efforts accordingly.

DISPOSITION

Missouri newspaper critics did not give great attention to disposition in their comments. They reported the success or failure of certain methods without explanation or suggestion for improvement. However, the habit of outlining the speeches for convenience in reporting indicates that the audiences understood the concept that a speech should be put together with proportionate parts. Clark McAdams, a writer for the St. Louis *Post-Dispatch*, noted audience recognition of the necessity of attention to disposition when he covered the Democratic National Convention. A series of nominating speeches had been made all of the same style. The party was praised; then the person to be nominated was designated as a man who—. Not until the end of the speech was the candidate's name mentioned. The audience became bored with the repetition and decided to have some fun on its own. When the speakers came to the "A man who—" part they would call out "Don't you know his name? Who is he? Is it Miles? Is it Dewey?"¹⁷ On this occasion the speakers struggled through without the courage or the initiative to change from the customary pattern. Although little specific advice on disposition appeared in the newspapers, the orator who wished to learn could certainly glean from the comments that the audiences wanted variety, a new speech, or at least a speech adapted to them.

STYLE

Mark Twain once said, "There is a sumptuous variety about the New England Weather that compels the stranger's admiration — and regret. . . . There is only one thing certain about it. You are certain there is going to be plenty of it. . . ."¹⁸ That statement might be applied to the styles of Missouri speakers, for there was, indeed, a sumptuous variety. Some of the stylistic elements compelled admiration; others, regret. The only thing certain about the styles of speak-

¹⁷St. Louis *Post-Dispatch*, July 9, 1904.

¹⁸Samuel Clemens, *Mark Twain's Speeches* (New York: Harper and Brothers, 1910), 59ff.

ing was their abundance. Truly, the manner in which an orator expresses his ideas is perhaps the most inconsistent of all the speech elements. The speaker's style depends upon such things as his personality, the situation, the audience, the ideas he wishes to impart, his personal conviction in the cause, and his background and training. However, in discussing this variable there are certain elements which serve as common ground for comment: the orator's choice of words — whether they are clear and correct; the degree of formality or informality; the use of oratorical flourishes or embellishments and general ornamentation; and the use of conversational quality in speaking.

Congressman DeArmond was known for his careful, correct choice of words. In the heat and passion of stump campaigning, many speakers forgot their carefully polished language; but not so with DeArmond. "His language is scholarly, and even in the heat of a political campaign he never uses a word that would sound out of place in the drawing-room. Indeed, he has a classroom style that contrasts strongly with that of the average congressman."¹⁹ DeArmond remained cool and calm and delivered his denunciations in a fashion calculated to delight the hearers.

Reporters were lavish in their praise of the skill of language possessed by George Vest and Jim Reed. Vest's mastery of good English plus his logical mind enabled him to present his cases in court in clear, understandable terms long before the other lawyers had begun to emerge from legal technicalities. So remarkable was Vest's vocabulary and his steady, fluent flow of language that once the judge and jury came under his spell, they could never get away from it.²⁰ Reed's mastery of rhetoric was a subject for praise and a target for criticism. In describing Reed's peroration in a speech at Warrensburg, the paper there said that it was "simply an exquisite exemplification of what can be done with the English language."²¹ The *St. Louis Globe-Democrat*, not caring for Reed's flowery rhetoric, commented that "Reed's talks are much too sweet for this world. He calls it eloquence. Persons of experience term it machine guff."²² The comments on word choice indicate that the Missouri audiences recog-

¹⁹The *Kansas City World*, February 20, 1904.

²⁰*St. Louis Post-Dispatch*, August 10, 1904, part 2.

²¹*Warrensburg Weekly Standard-Herald*, January 29, 1904.

²²*St. Louis Globe-Democrat*, February 10, 1904.

nized the importance of language and knew that its purpose was not only to convey the thoughts and ideas but to convince the hearers of the worth of those ideas.

James A. Reed was an outstanding exponent of the highly ornamented style of speaking. His opponents dubbed him the "Woody Dell orator."²³ More astute critics such as Walter Williams said that he was the most eloquent of the democratic candidates for the nomination for governor.²⁴ The people evidently liked to hear about the violets and the hummingbirds, for Reed nearly always had good audiences. On one occasion the reporter added the plaintive note that "Mr. Reed, while here, indulged in but little of that flowery rhetoric for which he is justly famed, confining his talk to plain statements in matter of fact terms."²⁵ The only Republican candidate who was in any degree the equal of Reed was Herbert S. Hadley, the nominee for attorney-general. William F. Switzler labeled Hadley the orator of the three f's—flowers, flounces, and furbelows. He went on to say that the Republican nominee seemed to be a pleasant man and showed promise as a speaker, but had much to learn.²⁶

The Missouri orators who used the highly ornamented style of speaking were few in comparison with the total number of speakers. The flowery type of speaking had to suit the person, or the orator received laughter instead of applause for his efforts. The trend appeared to be toward a plainer style of speaking, such as was exemplified by Joe Folk, whose style was the antithesis of Reed's. Although Folk had an earnest manner, his forceful language was convincing, and papers often described his speeches as not oratorical. He was such a plain-spoken man that many of the people in his audience believed they could have done as well on the platform. In reporting one of his speeches, one paper said, "There was none of the explosive oratory of Hawes about it, none of Reed's 'liquid laughter from myriad streams,' none of the majestic eloquence of Bryan nor the matchless phraseology of Waterson, but it was a clear, cold, unimpassioned speech with every sentence an argument and every argu-

²³*Ibid.*, February 2, 1904.

²⁴Walter Williams, "Missouri Oratory, *Jefferson City State Tribune*, January 15, 1904.

²⁵*Sheldon Enterprise*, March 25, 1904.

²⁶*Columbia Missouri Statesman*, September 30, 1904.

ment as clear and ringing as a bell."²⁷ Certainly, to be successful with the plain style of speaking, the speaker must be sincere. The audience enjoys listening to someone who, they believe, is a common person like themselves, and this relationship forges an instantaneous bond. The listeners trust this type of speaker for he can not and will not mislead them with any extraordinary power of language; he will say what he believes in his heart in an attractive fashion with understandability as his goal.

Informality in speaking deserves special attention because of the many notations concerning speakers who could make the audience laugh or who relieved long orations with bits of humor. Governor Dockery won the description of being thoroughly democratic because he was able to take good-natured jesting about the change in his appearance when he shaved his beard and because he stood around talking with the crowd and eating popcorn while waiting for a car after a speech at Independence.²⁸ Senator Mason, who traveled with the Republican Vice-Presidential nominee, had natural talent in humor. He could keep his audience in a cheerful frame of mind throughout his entire speech, or he could wax eloquent on almost any subject. Typical of his lighter vein of speaking was his proposal that Missouri, as the only doubtful state in the union, should make it unanimous and support Roosevelt. He then added, "Be patient, and you will get on the Lord's side yet."²⁹ The informal vein of speaking was popular with the audience, and many a speaker knew that a story which sufficiently illustrated the point would enable the hearer to remember an issue that might otherwise be forgotten.

Though the styles of speakers are as distinct as the individuals who speak, correct word choice is necessary for success. The speakers of 1904 could be divided into two classifications — those with a highly ornamented style of speaking and those whose speeches had no oratorical frills or embellishments. Popular speakers represented both divisions though the reports indicate that far more people attained success in oratory by using the plain, more business like type of speaking. The humorous touch was desirable, but then as now, forced wit was worse than no wit at all.

²⁷Popular Bluff Weekly Citizen-Democrat, March 24, 1904.

²⁸Kansas City World, October 2, 1904.

²⁹Hannibal Courier-Post, October 27, 1904.

DELIVERY

The reporters of 1904 enjoyed commenting on delivery for here they were free to indulge in their own witticisms and be reasonably certain of supporters for their statements. Typical of these comments is one which concerns John Dolan. The reporter said that Dolan spoke so slowly that the candidate feared someone might rise and make a complete nominating speech between the words.³⁰ The different mannerisms of speakers also demanded comment. Honorable R. H. Kern had an unusual delivery, for he was extremely dramatic. He allowed his voice to sink to almost a whisper and leaned on a table or a chair, while at other times people could hear him over a block away. He paced up and down in front of his audience. Occasionally he mixed with his hearers, and slapped them on the shoulders as he continued speaking. His audience, reportedly, listened with rapt attention.³¹ Critics of Joe Folk said that he used a pattern of delivery to refute arguments. He "turns his soft matronly face up to the ceiling, piously folds his soft white hands upon his breast and looks as nearly as he can like a picture of Joan of Arc, as she is being led to execution, and softly says, 'They are abusing me. I will not indulge in personalities.'" ³²

So important was the element of delivery that the *Post-Dispatch* published a feature article on Charles F. Rhodes, a barker in the carnival section of the World's Fair. Mr. Rhodes was not a typical spieler. He left out all noise and vulgar displays and convinced audiences to see shows which were obvious fakes by personal magnetism and convincing arguments. In the article Mr. Rhodes very generously gave his rules for success. The speaker must smile and get the people in the audience to smile; thus establishing a psychic bond. Talk to the susceptible people, and they will unconsciously spread their feelings to others. Watch the women and be careful not to offend them. Use a conversational tone of voice, talk to your audience as though they are your superiors. Be earnest and use beautiful word pictures.³³ Mr. Rhodes' rules are fairly standard in public speaking, but not the usual line of the midway barker.

³⁰Joplin *Daily Globe*, August 26, 1904.

³¹Jefferson City *Tribune* in The Macon *Times-Democrat*, February 18, 1904.

³²Lamar *Democrat*, February 11, 1904.

³³St. Louis *Post-Dispatch*, December 4, 1904. part 4.

An important element of delivery was voice and vocal quality. After listening to the various orators of the Democratic National Convention, Clark McAdams felt impelled to write:

All ye that are politically ambitious, lend me your ears:

Go get a voice.

Get a big voice.

Get a rich voice.

Get a voice that will knock them down at 400 feet.

Get a voice that will hand it to them whether they want to hear it or not.

Get a voice like thunder, and out of that thunder fame will come to impigne itself upon your little lightning rod.

Never mind the brains; scramble them as you will. Never mind the political economy; absorb such rudiments of it as the sutures of your head will admit in the natural course of events. Never mind the history of your country; it is in dispute anyway. Never mind the life story of Grover Cleveland, and how he got there; fish on your own hook. Just get a voice.³⁴

Certainly in the day when the orator often spoke outdoors or in a large tent constructed for the meeting, the value of a good voice could not be overlooked. On one occasion Joe Folk had to speak from a stand which had been placed near the railroad tracks. His chief competition was a Burlington freight and passenger train with a full head of steam and bells. As if this were not enough, a fight started across the tracks; however, according to the paper, Folk was able to hold his audience.³⁵ Convention audiences were often inconsiderate of the speakers. After the Democratic National Convention, the *Post-Dispatch* proposed that galleries be abolished. "It is brain power, not throat power that is wanted on such occasions. The power of speech is always good, but the power of screech befits a lunatic asylum, not a great council of political interests."³⁶ Existing conditions gave the speakers with powerful voices control, according to McAdams. He described Bryan's voice as "rich as yellow cream, deep as the sea, far-reaching as the rainbows, flexible as a rubber, firm as a lion's tread, round as a billiard ball, even as the flight of a sailing bird, and that booms like the tides of Fundy. . . ." Cochran

³⁴*Ibid.*, July 10, 1904. part 1.

³⁵Springfield *Daily Leader*, October 19, 1904.

³⁶St. Louis *Post-Dispatch*, July 9, 1904.

could "split infinitives over the gallery posts. . . . He knows how to make the policeman way down in the other end of the hall cock up his ears and say in his heart, 'God bless the Irish.'" Champ Clark's voice disappointed McAdams because of a harsh bark and the judgment was pronounced that "Champ Clark can never be king." Captain Richmond Pearson Hobson's voice was good but his habit of twisting monosyllables into four sections was distracting. Out of the many well-known men who addressed the Democratic Convention, McAdams concluded that only a few had real voices, but he was thankful that the week had not brought forth anyone "who parts his lips and whistles through his teeth like Roosevelt."³⁷

Almost as important as the voice, was the fact that the orator should look the part. By all standards the spellbinder should be a large, majestic appearing man. A review of past presidential candidates pointed out that Benjamin Harrison always disappointed his audiences twice. When he first spoke his voice appeared so weak and thin that the audience dispaired of hearing him. And he was so small of stature, they could not think of him as an orator.³⁸ William Jennings Bryan never disappointed his audiences. He looked every inch an orator. Bryan had more than a silver tongue; his personality won him many warm friends. He had a smile for everyone and even when he talked that smile seemed to play upon his features. Cartoonists portrayed him smiling and described it as "The Smile That Won't Come Off."³⁹ One reporter described Bryan by saying, "With that great, good countenance with which Nature stamps her illustrious sons, he met our people today. His magnificent physique, his brilliant eye and his firm mouth fringed with a pleasing smile, appealed to our people. . . ." ⁴⁰

Champ Clark was born with the right physique. Standing six feet in his stockings, weighing over 225 pounds, possessing a powerful chest and massive head and jaw that might well have belonged to a prize fighter, Clark was the picture of a man of strength — physically and politically.⁴¹ In contrast to Clark was Joe Folk who was not a

³⁷*Ibid.*, July 10, 1904. part 1.

³⁸St. Louis *Globe-Democrat*, October 9, 1904. sect. 2.

³⁹Kansas City *World*, October 29, 1904.

⁴⁰Nevada *Southwest Mail*, September 2, 1904.

⁴¹Lamar *Democrat*, September 29, 1904.

large man and whose campaign pictures were made to give him the appearance of the athletic build he did not have.⁴²

Physical mannerisms received careful description. One reporter rather waggishly commented that William H. Wallace could cover more ground in ten minutes than other orators could in two hours — with his feet.⁴³ Maurice Dorney was complimented upon reaching the point where he could make a speech without turning the color of his auburn hair.⁴⁴ At the meeting of the Interparliamentary Union in St. Louis, the reporter noted that Congressman Bartholdt's gestures seemed to have been planned in advance; Ritter Von Duleba talked straight across the heads of his audience; Senator Houzeau of Belgium and Deputy Beckman of Sweden emphasized their ideas with many movements of the arms and head; Deputy Tydeman read his entire address without a single gesture; M. de Paiva from Portugal stood with his side to the audience and only occasionally turned to look at the audience as he gestured; General Pilat, the Roumanian delegate, had one gesture which consisted of rubbing the back of one hand with the palm of the other.⁴⁵

In commenting upon delivery, reporters seldom mentioned the memorization of a speech or the ability to speak extemporaneously. Although these qualities were admired, evidently they were not considered as important as other traits. Senator Cockrell never failed to astound his hearers with his amazing memory for facts and figures. His audiences were delighted and marveled at his ability.

The elements of delivery — voice and physical appearance — were important parts of the concept of oratory possessed by the people of Missouri. They wanted to hear the speaker; they wanted to listen to a pleasing voice; they wanted that voice to be able to run the gantlet of emotions; they wanted it to reflect the personality of the man; and they wanted the orator's physique to suit the voice. The orator was to be a big, imposing man with a powerful and musical voice — and his very strength of character was to reveal itself in his outward appearance. A good memory and the ability to speak extemporaneously won additional praise for any speaker. The nota-

⁴²Springfield *Republican*, January 17, 1904.

⁴³Joplin *Daily Globe*, July 19, 1904.

⁴⁴Chillicothe *Daily Democrat*, November 1, 1904.

⁴⁵St. Louis *Post-Dispatch*, September 13, 1904. part 2.

tions of physical mannerisms further emphasized the importance of the orator's appearance.

METHODS OF CRITICS

The newspaper reporters did not follow any one method in describing speeches. Often the notation would be general and would deal with any number of the four speech canons indiscriminately. Comments on invention, disposition, and delivery all appear in the following criticism of one of Cyrus P. Walbridge's speeches.

His address is full of valuable information touching the position and prospects of Missouri. It is an all-around production, devoted to the state in the light of knowledge arranged with broad-minded intelligence. . . . He calls the attention of the people of Missouri to a number of subjects of large consequence to them, and does it with a calmness and courtesy that show his high standard of thought and action, as well as the due modesty which is one of the marks of good character, competency, sound judgment and the practical experience gained by a long and creditable participation in the activities of the time. . . .⁴⁶

Another method which indirectly described the speaker was to comment on the audience: "It was a noisy, almost ruffianly crowd. It was a snapping, snarling, ill-tempered crowd. It was a Bryan crowd."⁴⁷ Sometimes the reporters tried to explain their feelings towards a speaker by using a negative approach; for example, "Mr. Folk is not the polished Jas. A. Reed orator, not the powerful W. H. Wallace speaker, nor the magnetic Bryan."⁴⁸ Another method of criticism was the opposite of the negative approach. The *Globe-Democrat* used this device in discussing the qualifications of the Democratic and Republican candidates for office by directly comparing the speaking ability of the men. Concerning Frank Wightman and Rube Oglesby, the paper said that Wightman was an effective off-hand talker, while Oglesby asked to be excused when called to speak.⁴⁹ Although newspaper reporters might have their individual

⁴⁶St. Louis *Globe-Democrat*, September 3, 1904.

⁴⁷*Ibid.*, July 8, 1904.

⁴⁸Nevada *Southwest Mail*, January 29, 1904.

⁴⁹St. Louis *Globe-Democrat*, October 16, 1904. sect. 4.

approach, most of the notations concerned with public address followed one of the four methods discussed.

QUALITIES OF THE GOOD ORATOR OF 1904

Many short phrases which were repeated over and over in the descriptions of speakers tell us the qualities the Missouri audiences looked for in their speakers. The orators should be "forceful and logical," "very affable and pleasant," "a fluent talker," should electrify "his audience with his matchless eloquence," "and should be sincere and convincing." The audience critics were willing to listen to a speech on almost any topic; but they expected the orators to have a fund of knowledge on their subjects, to present the issues in a fair, logical manner, and to give an interesting speech. Although they liked orators who could sway the emotions, they wanted a logical basis behind the appeal. They recognized that they were influenced by the goodness, the wisdom, and the personality of the speakers they heard. They understood the necessity of an arrangement of speech parts and had definite likes and dislikes. As for style, they wanted the speakers to have good diction, appropriate, clear, and beautiful language. They preferred the delivery of an orator with a pleasing manner of speaking, a big, rich voice, and a towering build that hinted of inner strength of character. The ability to speak extemporaneously was an additional asset. According to the terse comment of the *Post-Dispatch*, Burton Holmes must have possessed nearly all of the qualities of the good orator; for the *Post* said, "Mr. Holmes combines many excellent features in his lectures. First, he knows how to lecture. Second, he knows how to illustrate a lecture. Third, he knows how to lighten it with humor."⁵⁰

Public speaking was truly an "art of arts" in Missouri. As an editorial in the *Post-Dispatch* said:

A man's business in the world is to express himself in deeds and speech. . . .

The power of speech aside from mere oratory has not been esteemed as it should be. If a boy is taught to express himself clearly, appropriately and confidently, he starts with an immense advantage. If he is taught the correspondence between word and

⁵⁰St. Louis *Post-Dispatch*, February 6, 1904.

idea and how, for each idea, there is one best word — varying according to context and subject — he will become more convincing. He knows, he knows that he knows, and knows that what he knows. In short he is an articulate mind.⁵¹

To summarize the concept of public address in Missouri in 1904, one might say that the audiences, who listened to speakers on all subjects, expected the orator to be a representative of the articulate mind. The orator was to know his subject, know his audience, know what words would best express his ideas, know what was appropriate for him, his audience and the time and place; he was to know how to say what was in his mind, and he was to say it with his body and spirit so charged with his message that he would stir the hearts and minds of the hearers.

⁵¹*Ibid.*, September 4, 1904. part 3.

THE MAGNANIMOUS MR. CLAY

ROBERT GRAY GUNDERSON*

On December 4, 1839, two hundred and thirty-five delegates from twenty-three states assembled in the Lutheran Church in Harrisburg, Pennsylvania, to choose a Whig candidate for the presidency. Whig politicians were optimistic. The initial enthusiasm for Jacksonianism was spent, and the depression which followed the Panic of 1837 had fostered a pervasive desire for change. President Martin Van Buren was widely hailed as "Martin Van Ruin," and people were saying that a "Little Fox" had succeeded the "Lion," Andrew Jackson. Heartened by the prevailing optimism, rival party managers intensified their exertions in behalf of the several contenders. Thurlow Weed, Whig boss of New York, had come early to push the candidacy of Winfield Scott. Thaddeus Stevens and Charles Penrose were busy arranging for the seating of the Pennsylvania Anti-Masonic delegation pledged to William Henry Harrison. Politicians from the South came heralding the cause of Henry Clay.

Personal rivalries at Harrisburg helped to accentuate the basic sectional and economic cleavages within the Whig party. New England bankers, for example, had hoped for the success of Daniel Webster. But after a careful reading of political tea leaves, the Godlike Daniel had reluctantly given up the contest and sailed for England. Clay, who had solidified his position in the South by championing the maintenance of slavery in the District of Columbia, found strong opposition in rural New York and Pennsylvania, as well as in New England. Harrison, who had conducted "a campaign by continuation" among the veterans of the Indian Wars, possessed great strength in the West. Scott, who had remained relatively passive, was being urged by those who felt that his name would "bring out the hurra boys." As one New York observer phrased it in a letter to Thurlow Weed: "The Whig party were broken down by the popularity and non-committal character of old Jackson, and it is but fair to turn upon, and prostrate our opponents with the . . . the weapons with which they beat us. We shall recruit from their ranks in mass. The Gen-

*Assistant Professor of Speech, Oberlin College.

eral's lips must be hermetically sealed, and our shouts and hurras must be long and loud."¹

After three days of unprecedented political jostling, Whig delegates chose William Henry Harrison, the Hero of Tippecanoe, as the candidate most likely to "prostrate" their opponents. In this choice, as Thomas Hart Benton pointed out, "algebra and alchemy" combined to contribute "political death to Mr. Clay." The Whigs sought but one ability: "availability."² Disgruntled Clay supporters were hysterical with grief. "Just think of a man such as Mr. Clay cast aside for a driveller," mourned one New Orleans Whig. "What are we come to?"³ In a letter written from Ashland before the convention, the magnanimous Mr. Clay quieted his henchmen and supplied the sentence which spelled Whig unity in the approaching campaign: "If the deliberations of the convention shall lead them to the choice of another . . . the nomination will have my best wishes, and receive my cordial support."⁴ It was thus with some reason that after the convention Weed proclaimed Clay to be "a truly noble fellow."⁵

Clay's behavior on receiving news of the convention's choice, however, contrasted sharply with the nobility of his Ashland letter. Henry A. Wise, who happened to be with Clay in a Washington boarding-house at the time, explained solicitously that the anxious aspirant had been drinking freely in anticipation of his success. According to Wise's story, Clay "rose from his chair, and . . . lifting his feet like a horse string-halted in both legs, stamped his steps upon the floor exclaiming, 'My friends are not worth the powder and shot it would take to kill them! . . . If there were two Henry Clays, one of them would make the other President of the United States.'" When Wise reminded him that he had been warned by Judge Hugh Lawson White of the intrigues that had taken place, the disappointed Kentuckian shouted: "Ah, yes, you and my old friend Judge White are

¹M. Bradley to Thurlow Weed, August 29, 1930, in Thurlow Weed MSS, University of Rochester Library.

²Thomas Hart Benton, *Thirty Years' View*, 2 vols. (New York, 1857), II, 204-205.

³A Porter to John J. Crittenden, December 18, 1839, in John J. Crittenden MSS., Library of Congress.

⁴Dated Ashland, November 20, 1839; published in the *Northwestern Gazette & Galena Advertiser*, January 3, 1840.

⁵Thurlow Weed to Francis Granger, February 20, 1840, in Thurlow Weed Barnes, *Memoir of Thurlow Weed* (Boston, 1884), 86.

like the old lady 'who knew the cow would eat up the grindstone.' . . . I am the most unfortunate man in the history of parties: always run by my friends when sure to be defeated, and now betrayed for a nomination when I, or any one, would be sure of an election."⁶

Whig delegates returning to the South by way of Washington discussed with genuine sincerity the injustice which had been done to Henry Clay. Anxious to atone for their action at Harrisburg, they organized a testimonial dinner for the rejected idol in Washington on December 12, 1839. An impressive battery of speakers assembled to pay tribute to "Harry of the West." The embarrassment of the orators was evident in puns about "Harry'sburg," where those who couldn't get Harry wisely determined to get "Harry's son." Clay, seemingly recovered from his pique, announced his support for Old Tip with studied magnanimity. He dismissed all talks of sacrifice by declaring that "William Henry Harrison and John Tyler are medicine which will cure us of sacrifice, if sacrifice there be — but there is none." Then, in an aggressive speech, the Kentucky Mill Boy issued a call to action. "Tell your constituents," he cried, "to put forth all the energies they possess to relieve the land from the curse which rests upon it! and if they can then be indifferent, from that moment, they cease to be patriots." The campaign, said Clay, was to be based "not on men, but principles." Next day, "the Goths and Vandals at the Capitol" were so captious as to point out that the Harrisburg convention had failed to adopt a platform.⁷

Clay's generous testimonial to Harrison at the Washington dinner did much to unify the Whig party, and accusations that he subsequently "sulked in his tent" were unfounded.⁸ While not overly zealous in his campaigning, he nevertheless delivered ten speeches which received prominent notice in the contemporary press. Texts of his addresses at Taylorsville, Virginia, and Nashville, Tennessee, were circulated as important campaign documents. Indeed, Clay's per-

⁶Henry A. Wise, *Seven Decades Of The Union* (Philadelphia, 1872), 171-172. Wise's account of this incident is unconfirmed. It is accepted in Carl Schurz, *Henry Clay* (Boston, 1895), II, 180-181. However, Glyndon Van Deusen, *Life of Henry Clay* (Boston, 1937), 334, feels that the story is "open to suspicion."

⁷New York *Express* quoted in the *Northwestern Gazette and Galena Advertiser*, January 3, 1840.

⁸Wise was undoubtedly responsible for this accusation. Wise, *Seven Decades*, 171ff; Ben: Perley Poor, *Perley's Reminiscences Of Sixty Years in the National Metropolis*, 2 vols (Philadelphia, 1886), I, 239.

formances in the "Tippecanoe-and-Tyler-Too" canvass were among the most colorful of his entire speaking career.

Though sixty-three years old in 1840, Henry Clay was still a glamorous political personality. Thin, angular and over six feet tall, he possessed an easy manner which combined the robust frontier characteristics of Kentucky and the patrician graces of the Old Dominion. Observers were impressed by his smile which was described as "winning," "sunny," and "captivating," and by his mobile face which "mirrored every emotion he experienced."⁹ Newspaper reporters who seldom mentioned Webster's gestures went to considerable pains to describe those of Clay. Ben Perley Poore, for example, noted that Clay's action was "the spontaneous offspring of the passing thought. He gesticulated all over. . . . The whole body had its story to tell, and added to the attractions of his able arguments."¹⁰ Nathan Sargeant felt that "much of Mr. Clay's oratorical power consisted in that 'action' recommended by Demosthenes. His arms, his head, and above all, his eye, gave force to his words by their appropriate action. . . ."¹¹ His voice "could make drama out of a motion for adjournment."¹² Described as "rich, musical, and unequaled," it responded "to every feeling he desired to express" with "wonderful modulation, sweetness, and power."¹³

Clay's rhetorical style apparently varied with his mood. At times, it was swift and sparkling, full of anecdotes, epigrams, and "spirit-stirring" phrases; on other occasions, it was ponderous and involved. There was a prevalent feeling, however, that heaviness in his published speeches was the result of literary revision. Sargeant, in comparing Clay with Calhoun, pointed out that while Calhoun needed to prepare "his matter and arrange his ideas — even to select his words," Mr. Clay was "self-poised, ever-ready" and able "to fire offhand."¹⁴ In an extemporaneous effort at Monument Square in Baltimore, May 4, 1840, Clay's "stirring appeals and forcible pictures . . . brought a

⁹Poore, *Reminiscences*, I, 33-35, 143-145; Nathan Sargeant, *Public Men And Events*, 2 vols. (Philadelphia, 1875) II 33-34; Ernest J. Wraga, "Henry Clay," in Wm. Norwood Brigance (ed.), *A History And Criticism Of American Public Address*, 2 vols. (New York, 1943), II, 609.

¹⁰Poore, *Reminiscences*, I, 143-145.

¹¹Sargeant, *Men and Events*, II, 34.

¹²Arthur M. Schlesinger, Jr., *The Age of Jackson* (Boston, 1946), 82-83.

¹³Poore, *Reminiscences*, I, 143-145; Sargeant, *Men and Events*, II, 34.

¹⁴Sargeant, *Men and Events*, II, 44.

response in every bosom." "We are all Whigs," he proclaimed simply; "we are all Harrison men. We *are united*. We must triumph."¹⁵ At Taylorsville, with more rhetorical effect than precision, he claimed that "the source of legislative power is no longer to be found in the Capitol, but in the palace of the President."¹⁶ Both colorful phrasing and effective contrast contributed to the success of his speech at Nashville:

[Kentucky and Tennessee] . . . are fighting . . . a band of mercenaries, the cohorts of power. They are fighting a band of officeholders, who call Gen. Harrison a coward, an imbecile, an old woman!

Yes, General Harrison is a coward — but he fought more battles than any other general in the last war, and never sustained a defeat. He is no statesman — and yet he has filled more civil offices of trust and importance than almost any other man in the union!

At this, the forty thousand partisans who crowded about the speaker "rent the air with nine such cheers as it has seldom fallen to the lot of any man to receive."¹⁷ Accounts thus indicated that Henry Clay was singularly well-equipped as a stump orator.

Two months after the Harrisburg nomination, Clay sloshed his way through the February mud from Washington to Richmond for the great dinner which opened the campaign of 1840 in Virginia. Before twelve thousand admirers, the Kentucky Senator pledged his support to the Whig cause and denounced the "concentration of power in the Executive." Though no text of the speech was preserved, the Richmond *Whig* declared it the "greatest dinner and the greatest speech ever heard within the limits of the Corporation of Richmond."¹⁸ The Richmond *Compiler* claimed that "never was an audience more enraptured with a speaker."¹⁹ The *Whig* concluded its evaluation with a statement which was striking even in that day of literary exaggeration: "All who were present will remember it as an

¹⁵Baltimore *Daily American*, May 5, 1840, quoted in Washington *National Intelligencer*, May 7, 1840.

¹⁶Northwestern *Gazette and Galena Advertiser*, Sept. 11, 1840.

¹⁷Nashville *Daily Whig*, quoted in Niles' *National Register*, LIX (Sept. 5, 1840).

¹⁸Richmond *Daily Whig*, quoted in Washington *National Intelligencer*, Feb. 29, 1840.

¹⁹Richmond *Compiler*, quoted in *ibid.*

epoch in their lives, and in speaking to their children of great national events, say, they happened before, or after the *Clay dinner*."²⁰

Like some of the more fastidious Whigs, Clay at first bemoaned the demagoguery which characterized the canvass of 1840. On July thirty-first, he wrote John J. Crittenden, "I lament the necessity, real or imaginary, which has been supposed to exist of appealing to the feelings and passions of our Countrymen, rather than to their reasons and their judgments. . . ."²¹ When faced with an audience, however, the fiery Clay forgot these protestations and talked to the public in the vernacular with real passion. At the Whig Young Men's Convention in Baltimore, for example, he shouted to an audience of thirty thousand: "This is no time to argue—the time for discussion is passed!"²² Speaking at his birthplace in Virginia, he implied that on some occasions he was less precise in his statements than he planned to be that day: "In Hanover County, . . . above all other places, would I avoid saying anything that I did not sincerely and truly believe."²³ Perhaps this scrupulousness accounted for the fact that the Hanover speech was relatively dull.

Facing an audience of Whig convention-delegates from twenty-four states at Nashville in August, Clay completely forgot his scruples about arousing emotion. He described the presidential contest as a great battle "between the log cabin and the palace, between hard cider and champagne." "There are beings," he asserted, "who cannot be hung too high — beings who set all the baser passions of men at work . . . the boisterous Office-Holders, the Praetorian band, the Palace Slaves." The distinguished Senator said that he was about to add, "Of Martin Van Buren! But then to call such a man a King over such a people as this great concourse!" Clay could not insult them with this! Besides, he felt that stalwart Whigs would force the Office-Holders to take "to their heels with more rapidity than the

²⁰Richmond *Daily Whig* quoted in the *Northwestern Gazette and Galena Advertiser*, March 20, 1840.

²¹Clay to Crittenden, July 31, 1840, Crittenden MSS., Duke University Library, quoted in Van Deusen, *Clay*, 334.

²²*The Rough Hewer*, May 28, 1840; *Washington National Intelligencer*, May 7, 1840.

²³Fredricksburg *Arena*, July 10, 1840, quoted in *Niles' National Register*, LIX (July 25, 1840). The *Washington Globe*, Aug. 4, 1840, pointed out the implications of Clay's remark.

²⁴*The Log Cabin* Sept. 5, 1840.

popping of corks from their favorite bottles." When a Tippecanoe disciple in the crowd shouted for him to tell of Van Buren's battles, the Kentuckian obliged: "Ah, I will . . . tell you of Mr. Van Buren's *three* great battles! He says that he fought general commerce and conquered him — that he fought general currency and conquered him — and that with his Cuba allies [bloodhounds], he fought the Seminoles and got conquered."²⁵

The *Whig* claimed that Clay's Nashville performance was so superb that "only those who saw it, or who are acquainted with Mr. Clay's gesticulations and style of speaking, can imagine anything approaching reality."²⁶ According to one observer, "Men acted as if possessed, some of them embracing each other as in transports of rapture, others with tears in their eyes choking with emotion." The fervor apparently spread to the women in the audience, and "several fainted, overcome with an excess of zeal and enthusiasm."²⁷ Such was the power of the man who lamented the necessity of appealing to the feelings of his countrymen. From the nearby Hermitage, however, there came a response of a different sort. Andrew Jackson roused himself from the obscurity of retirement (where, according to Philip Hone, he collected venom and relieved himself "by squirting it thus through the columns of subservient newspapers") to exclaim to the *Nashville Union*, "How contemptible does this demagogue appear . . . !" ²⁸ In Washington, President Martin Van Buren agreed that "Clay's speech with all the clap trap thrown into it is the silliest affair I've read for some time . . ."²⁹

President Van Buren had reason for concern. As the fall of 1840 approached, it became increasingly clear that there would be a Whig victory. The majority of mid-summer elections went to the Whigs, who gained still more strength in October contests in Delaware, Maryland, Georgia, New Jersey, and Ohio. Whig rallies everywhere resounded with the news from Maine, which "went Hell bent for

²⁵*Ibid.*; *Nashville Daily Whig*, quoted in *Niles' National Register*, LIX (Sept. 5, 1840).

²⁶*Ibid.*

²⁷James Phelan, *History of Tennessee* (Boston, 1894), 391.

²⁸Allan Nevins (ed.), *The Diary of Philip Hone* (New York, 1936), I, 492, *Nashville Daily Union*, Aug. 24, 1840 quoted in *Washington Globe*, Sept. 9, 1840.

²⁹Martin Van Buren to Andrew Jackson, Sept. 5, 1840, Van Buren MSS., Library of Congress.

Governor Kent." On November ninth, even before all the states had completed their polling, the result was assured. Log cabins and hard cider had triumphed, but there were to be no rewards for the mag-nanimous Mr. Clay. In the days immediately following his Harris-burg "sacrifice," there had been talk of giving "Mr. Clay and his friends . . . the principal Cabinet offices and the best foreign mis-sions."³⁰ At no time did Clay share this optimism. "You know that I am prepared for *anything*," he confided to a friend, "and I shall not be greatly disappointed if H. falls into sinister hands."³¹ Indeed, be-fore the new Administration was two weeks old, Harrison had, in effect, requested him to stay away from the White House. A month later, one of his New York henchmen reported, "As yet, not a friend of Mr. Clay has been appointed in this city, nor any but federalists and apostate Jacksonians."³² At last, in exasperation, the man who had contended "not for men, but principles," complained, "Here is my table loaded with letters from my friends . . . applying to me to obtain offices for them, when I have not one to give, nor influence enough to procure the appointment of a friend to the most humble position."³³

³⁰Orlando Brown to Crittenden, December 21, 1839, Crittenden MSS., Library of Congress.

³¹Clay to R. P. Letcher, December 13, 1840, *ibid.*

³²Ogden Edwards to Crittenden, April 12, 1841, *ibid.*

³³Seargent, *Men and Events*, II, 116.

FUNDAMENTAL NEEDS FOR INTERPRETATIVE ATTAINMENT

ERNEST R. HARDIN*

The Fundamentals course is the backbone of interpretation, but in claiming a relation between the two we must first consider the nature of each study. While the Fundamentals course boldly states its platform, interpretation makes use of each phase of the fundamentals and goes beyond the practical observance of them by artistic application.

Thought, language, voice, and action are commonly agreed upon as being the four fundamentals of speech. Interpretation is the oral communication of thought, a transference of ideas from one mind to other minds. A knowledge of the use of the four fundamentals does not necessarily make a fine interpreter, but the art of interpretation cannot be developed without a practical and imaginative use of them. We take for granted, then, the fact that the interpreter has mastered the fundamentals, and is skilled in the use of the tools of his art.

There are three factors that the interpreter must constantly consider — the author, the audience, and himself as the medium of communication. The interpreter not only expresses the thoughts of another, but he also passes judgment through his process of transfer. As a person speaks from the background of his thinking, in a similar manner the interpreter draws upon the storehouse of his own knowledge and experience to clarify and magnify the ideas of others. Consequently the interpreter must enrich his own background. He must first find and know himself. He must become alive and responsive to his own experience, as well as experiences of others. He must experience the reliving of experiences and put them into words to be sounded out. He must learn to know the effect of these experiences on his listeners. His cultural, spiritual, and intellectual background should be developed as much as possible through a study of literature, psychology, history, music, painting, and sculpture. This knowledge is necessary if he is to interpret a variety of literacy forms — poetry,

*Assistant Professor of Speech, University of Texas.

prose, and drama. Literature is a study of life, but to re-create life the interpreter should know living life as vividly as the life depicted in print.

In the expression of his art the interpreter has three tools — mind, body, and voice. These, with the addition of language, comprise the four fundamentals of speech. In the case of the interpreter, the language is not his own, but that of the literary artist whose work he is interpreting. Thought, the first fundamental, is the force which directs the whole process. In the Fundamentals course the student learns to organize and compose his speech, and relate his subject matter to the occasion and to the audience. The problem of the interpreter is more complex because the composition is not his own. This is where creative imagination comes to his aid. He can only re-create in proportion to his capacity for appreciation, understanding, and ability to execute. Before the interpreter has made a thorough study of the subject matter, and understands the logical and emotional meaning of the author, it is impossible to communicate it to others. Analysis is the basis for intelligent approach. Analysis breaks down the parts, treats them separately, relates them to the whole, and finally relates the parts to each other, thus giving organic unity to the whole. The interpreter must be able to visualize the effect that the author intended whether the mood be serious, gay, or a combination of both. He must be conscious of variety, transitions, progressive stimulation of thought and climax. He must have practical knowledge of how to reproduce the thought, theme, and spirit of the selection with truthfulness and sincerity.

While it is impossible to separate language from thought in the expression of an idea, it is nevertheless fitting to mention the significance of language in the realm of interpretation. The literary artist creates with his words; they are his medium of expression. The interpreter re-creates by suggesting the inner meaning of the printed symbols. But the interpreter should have an instinctive appreciation for word values. Words should not be voiced for the sake of sound alone. Unless they carry the idea, the connection between thought and emotion is broken.

Although great literature may move the silent reader, how much more alive it becomes when heard through the medium of the human voice. A skillful interpreter is capable of reading into the lines richness, suggestion, and overtones that are not apparent to the mind

alone. The auditory effect of the voice plays upon the listeners and inner meanings of words, phrases, and thoughts. It is not a simple process, however, to develop a voice that will accomplish these results. In the Fundamentals course a study is made of the physical apparatus of the vocal mechanism, and the production of sound through constant practice and drill in phonetics. This brief study is only the first step in the cultivation of a vocal instrument of range, flexibility, and color. One of the greatest assets of the interpreter is his voice; it can only be developed through practice, practice, and more practice. A beautiful voice should never be conscious of its beauty. Since the voice, like the mind and body, is only the agent of expression, what the interpreter has to say should always be more important to the listeners than the way he says it.

The use of bodily action in interpretation does not mean external display — far from it. Action is simply body, mind, and voice working as one. Action becomes effective only in proportion to its power of suggestion. The very stillness of an emotional mood is often more dramatic than a violent display of feeling. Control is the keynote. But the developing of control is an evolving process. There must first be something to control. In the Fundamentals course bodily action is treated through the study of posture, movement, gesture, mind, and empathic response. Obviously the purpose is the conquest of audience fright by means of exercises and situations that will release muscular tension and develop a state of relaxation and alert passivity. A body and a voice that are relaxed and flexible should register outwardly the inner workings of the mind and heart. If the interpreter means what he says, it will ring true; conversely, it will ring false if he does not understand and feel what he is trying to portray.

Only through the coordination of mind, body, and voice can the interpreter accomplish his goal. The ultimate aim is the oral communication of literature in a clear, simple, and direct manner. If the audience understands, is moved and enlightened, the purpose of the interpreter is attained.

The fundamentals of thought, language, voice, and action are only means to an end; however, their importance cannot be over-estimated. It is through the constant and intelligent use of them that the interpreter develops skill. Practice brings the technical perfection which should always conceal itself in artistic expression. Thus the

interpreter acknowledges that fundamentals are necessary aids in the expression of the author's accomplishments. The use of the fundamentals increases the interpreter's power of discrimination and his observance of good taste. In final analysis, the interpreter becomes endowed with a richer mental and emotional background, making him a more versatile and capable person.

A WORKING SYSTEM OF IDEAS

CLARENCE EDNEY*

It was only a little over sixty years ago that Alexander Graham Bell patented the first telephone. It was only a little over forty years ago that Marconi sent his first wireless message across the Atlantic ocean. It was only a little over thirty years ago that we were constructing crystal sets and, since that time, we have played the first phonographs, purchased the first radios, and experienced the first talking pictures. It was only a little over twenty years ago that it became possible for us to sit in our living room and, by means of television, to experience the sound and color and form of events taking place at great distance from us. Within the space of sixty years then — within the lifetime of some individuals in this audience — we have experienced a phenomenal development of instruments of oral communication.

But we have just begun. We are in the midst of a great technological revolution that will produce instruments far more marvelous than any we can now imagine. Upon the immediate horizon is pulse-time modulation. Soon, it will be possible to broadcast several radio programs at the same time over one wave length. Also in the practical stage is facsimile newscasting. Soon, your morning newspaper will drop, automatically folded, from your home radio receiver.

Along with this phenomenal development of means of communication has come an equally phenomenal growth in the need for information — accurate information. Our increased need for information has come, in the first place, from an expansion of our spheres of interest. The new means of transportation and the new means of communication have drawn the peoples of the world into a close-knit unit. We are no longer just members of a small community; we are no longer just subjects of the United States; we are no longer just inhabitants of the Western Hemisphere; we are citizens of the world. The affairs of our neighbors in Greece, Turkey, China, Russia, and

*Professor and Chairman, Department of Speech, Florida State University. This paper was delivered at the annual convention of the Florida Speech Association, October, 1949.

Brazil are just as much a matter of concern to each of us today as were the affairs of the Kellys next door a generation ago.

Our increased need for information has come, in the second place, from the increased complexity of life in "one world." Each of us today is affected, not just by local conditions, but by world-wide conditions. We discovered in 1929 that your prosperity and my prosperity is tied up with the prosperity of individuals in London and Montreal and Prague and Rio de Janeiro. We discovered in 1939 that it is a mistake to remain complacent while vicious ideologies develop in any part of the world. We are discovering today that the possession of important scientific knowledge by an aggressive nationalistic government constitutes a very real threat to our lives and our freedom.

Yes, we need accurate information. We need accurate information in order to live happily, peacefully, and prosperously in a world-wide community. We need accurate information in order to carry on, intelligently, the activities of our business or profession. We need accurate information in order to discharge our obligations and meet our responsibilities as citizens. We need accurate information in order to supply our government, through our representatives, with energy, wisdom, and vision. We need accurate information in order to enter into the world of events, thought, and feeling which surrounds us.

You agree of course. You agree that we live in "one world." You agree that we need accurate information. You agree that we have developed marvelous means of communication. But you ask, doesn't the situation balance itself? We need information—we get information. What is the problem? Is there any need for concern?

Let us take a quick searching look at our scientific age. We are the proud possessors of all kinds of machines — lighters, toasters, sweepers, juicers, mixers, calculators, indicators — gadgets that do this, gadgets that do that. We have put these machines to good use. With them we have extended the frontiers of knowledge. We have improved the comfort and well-being of a large portion of humanity. We have increased the speed and efficiency with which we do business. We have created jobs and we have created leisure. Through these machines we have gained much that we would not like to lose. But is this the complete picture?

We are able to go places faster than human beings have ever

traveled before — but we don't see a thing along the way, and when we get there we are restless because we have not yet learned to live alone with our thoughts, and far too often we end up in a mass of twisted steel and splintered glass.

We are able to do things faster than human beings have ever done things before — so fast, in fact, that the human organism cannot keep pace with itself and the demand for psychologists and psychiatrists far exceeds the supply.

We can go any where on earth in a few hours and visit with any race or nationality of people — but does this opportunity result in more friendly relations between the peoples of the world? The answer is to be found in the increasing frequency and the increasing destructiveness of war.

We have machines that can produce enough of the necessities of life that no man need ever be in want — but periodically we suffer through economic depressions that throw hundreds of thousands of people upon the mercy of the state.

The point is this: machines are machines; they are the servants of men; they do not make a man better than he is; they do not of themselves improve the knowledge, the understanding, the tolerance, the welfare of mankind. Machines do insist, however, that man *be* better than he is and be better than he is inclined to be.

All of this has direct implication for the teacher of speech. Our new instruments of communication allow the spoken word to be carried farther and faster and in greater quantity to more people than our early rhetorical theorists ever dreamed that it would. In most cases this fact is to be applauded. In some instances it is to be deplored. Mrs. X can pick up a telephone and, in a matter of minutes, spread her gossip to a whole community. A radio commentator can step before a microphone and, in a matter of seconds, spread his gossip to an entire world. A Television lens can select and slant and distort. In lamenting a recent and particularly flagrant case of unreliable radio and newspaper reporting, the Louisville *Courier-Journal* declared that "Not the least of the tragedies of our era of mass communications is the power possessed by little men with loud voices and a vestigial sense of decency." Statements of this nature indicate that there is danger that our instruments of communication will be used to no better advantage than the other gadgets of our machine age. Increased speed of communication does not guarantee that truth will

be spoken; increased distance of communication does not guarantee that information will be given proper weight or proper interpretation; increased size of audience does not guarantee that all voices will be heard; increased quantity of communication does not guarantee improved selection and evaluation. Our instruments of communication will contribute to our well-being in direct relation to our ability to speak with veracity and responsibility and to listen with discrimination and judgment.

Now these observations lead to the conclusion that we, as teachers of Speech, have certain pressing responsibilities. I would like to mention a few of them. They are responsibilities that have been repeated again and again through the centuries. They are the responsibilities emphasized by Aristotle, by Bacon and Locke and Mill, by Campbell and Whately, by Genung and Winans and Baird. They are responsibilities that, in spite of periods of neglect, have persisted and are becoming ever more insistent.

Our first responsibility is to develop in our students the inquiring spirit. We, as teachers, used to spend our time pouring facts into minds that could neither visualize the significance of those facts nor anticipate the use of them. Today, we start with problems and teach students to ask questions that will direct them to facts that will help them solve these problems. As a result of such teaching, the facts of rhetoric and history and mathematics and physics have significance and meaning. As a result of such teaching, we emancipate ourselves from the dictates of authority and custom. As a result of such teaching, we get out of our ruts and grooves and approach life and living with open-minded questioning.

Our second responsibility is to improve ability to observe. We have at hand today an amazing number of measuring and recording devices by which we can extend the range and accuracy of our senses. But, under ordinary conditions, it is not necessary to have at hand a variety of stethoscopes, microscopes, oscilloscopes, and telescopes to do a competent job of observation. More important than the instruments is the intelligence, the inclination, and the open-mindedness to observe. By way of illustration, we can repeat the time-worn story of the philosophers who wanted to know why the Mexican Jumping-Bean jumped. They surrounded themselves with all varieties of beans and with learned volumes on gravitation, levitation, kinetics, and vital forces. They pondered and philosophized and

hypothesized. One decided that the Mexican Jumping-Bean was possessed of an evil spirit. Another decided that it was attracted by magnetic currents in the earth. Another decided this; another that. But one philosopher was dissatisfied with this process of investigation. Securing a small knife, he opened a particularly active bean and exposed the true source of its antics — a small larva or worm imbedded within it.

Our third responsibility is to improve ability to evaluate the reports of others. Because we depend upon reports of observations for much of our information, we must be able to evaluate the probability of that information. To do this we use simple tests. We believe the person who is capable of making observations, the person who is an expert, the person who was in a position to observe, the person who is unprejudiced, and the person who is known for his honesty and integrity. If these tests were more extensively applied in everyday affairs we would soon notice a remarkable change in the quantity and quality of talk.

Our fourth responsibility is to develop skill in reflective and logical thought. Our students must develop ability to define problems, collect facts that bear upon those problems, and reason logically to justifiable solutions of them. They must become adept at reasoning from and to generalizations. They must develop facility at reasoning analogically. They must be able to discover cause-effect relationships, recognize and evaluate assumptions, and recognize and test hypotheses. Then, beyond this, they must learn to adapt these skills to the kind of communicative effort demanded upon a particular occasion.

Our fifth responsibility is to develop skill in the use of language and in reaction to language. Over and beyond skill in logical processes and, in actuality, a part of them, must come language habits that recognize the functional relationship of events, the importance of differences, the variability and plurality of causes and conditions, and the tendency toward absolutism, hasty generalization, and unconscious projection. Men imagine, said Francis Bacon in his *Novum Organum*, "that their reason governs words, while, in fact, words react upon their understanding."

The effort which I have been urging you to make — the effort that I know you are making — the effort to develop inquiring, observing, discriminating, evaluating, logical minds — would be futile

effort if it were not accompanied by insistence upon freedom of expression for all representative ideas.

In preface to this point, I would like, parenthetically, to make a few observations concerning the nature of democracy. The committee of thirteen headed by Hutchins of Chicago, in a report in 1946 upon its investigation of mass communication, suggested that "civilization is a working system of ideas." In the same sense, democracy is "a working system of ideas." The ideas that are built into our working system were preached by the Carpenter of Nazareth, they are the product of generations of men, they are the ideas of young and old, great and small, radical and conservative, each contributing his bit, each working and reworking the fertile soil of human thought.

Our working system of ideas is a system in process. It is neither static nor fixed; it is alive, dynamic, changing. It is continuously being exposed to attack; it is constantly being refined by exposure to other ideas; it is continuously being adapted and adjusted to changing times and conditions.

The very heart of our working system of ideas is the idea that every man possesses the right and acquires the duty to express his ideas. A man with an idea has a deep seated desire to express it, to expose it to public scrutiny. What is more, he ought to express it. It becomes an obligation of the community to furnish him with an opportunity to express it? Why? Because the expression of ideas makes a contribution to the common good. If the idea is inspired, it can be incorporated into the general thought; if it is worthless, it dies of its own lack of vigor; if it is radical or dangerous, it calls forth other ideas to combat it—and these ideas are sharpened and strengthened and vitalized by having to enter into combat.

These comments should underline our need to insist upon freedom of expression for all representative ideas and to actively participate in testing those ideas. The only way that our system of ideas can remain a working system, the only way that it can remain a dynamic system, the only way that it can remain adaptable and adjustable, is to guarantee free expression of ideas and free discussion of ideas.

From the beginning, it was free, open, oral discussion that gave vitality and meaning to the democratic way of life. It was in the town meeting of two centuries ago that our colonial forefathers discovered the real significance of government of, by, and for the people. When members of the community could gather in the local church or

schoolhouse and argue the merits of this policy or that, they experienced a very deep and a very real satisfaction with their way of life. When the village citizen could rise from his seat, express his point of view, alter it or defend it, or even cast it aside if it were beaten down by other ideas — when he could do this, he knew that he was an individual, and that as an individual he had power, and that as an individual it was his community and his government.

The free expression of ideas is not only an indication of a free society but is the life blood of a free society. No man can call himself free when he is forced to keep his ideas locked up within himself. No society can call itself free when it cannot examine the product of the minds that compose it. We need, therefore, to produce on a gigantic scale the open argument that characterized the village gathering of two centuries ago. We need more space for the give and take of argument in our newspapers. We need more Town Meetings of The Air — and more people with the intellectual tenacity to follow them. We need great live public discussions and debates. We need to capture again the spirit of the town meeting in which was forged our working system of ideas.

In conclusion let me charge all students and teachers of speech to be a people who have an urge to ask questions, to be a people who have the intellectual stamina to observe, to be a people who have the courage to think reflectively and creatively, to be a people who demand and use and use intelligently their right to speak, to be a people who strive to communicate honestly and clearly and accurately, to be a people who have to power to discriminate and evaluate. If they are this kind of people they will instill new spirit into our great heritage of freedom. They will free themselves from the shackles of rumor and superstition and prejudice. **They will free themselves from tyrants and demagogues and sophists.** They will make of this earth a more friendly and a more tolerant place on which to live. They will recognize the common humanity of all men. They will preserve and protect the great American Dream of "a land in which life should be better and fuller and richer for every man, with opportunity for each according to his ability or achievement."

THE 1950 NATIONAL QUESTIONS COMMITTEE

GLENN R. CAPP*

The results of the vote on the National Discussion and Debate Topics for 1950-51 are listed below. The basis for the vote was four points for each first place, three for second, two for third, and one for fourth; thus the first listed topics in each list were chosen for the 1950-51 forensic season.

DEBATE

Rank	Topic	Vote
1st	Resolved, That the non-communist nations should form a new international organization.	856
2nd	Resolved, That President Truman's point four program should be adopted	669
3rd	Resolved, That the Federal Government should discontinue the policy of deficit financing.	663
4th	Resolved, That the Federal Government should adopt the essential principles of the Brannan Plan.	648
DISCUSSION		
1st	What should be the responsibility of the Federal Government for the welfare of its people?	887
2nd	What should be our policy toward subversive activities in the United States?	756
3rd	What should be the foreign policy of the United States concerning communism?	643
4th	How can mankind obtain the potential benefits of atomic energy?	554

The revised plan of procedure for the committee on intercollegiate debate and discussion went into effect with the present committee. The principal changes from the former procedures follow:

- (1) The committee is now composed of one member from each of the four cooperating forensic societies — Tau Kappa Alpha, Delta Sigma Rho, Phi Rho Pi and Pi Kappa Delta — and one member appointed by the president of the Speech Association of America.

*Professor and Chairman, Department of Speech, Baylor University; Chairman of the committee for the selection of the 1950-1951 national debate question.

- (2) The committee members meet during the months of May or June to decide on topics and phrase the questions for discussion and propositions for debate. Formerly this work was done through correspondence.
- (3) Chapters of the forensic organizations and unaffiliated schools now vote on fully stated propositions for debate and questions for discussion rather than broad topics.

In brief, the following procedures apply:

- (1) All suggestions for topics must be submitted to committee members by May first.
- (2) The committee meets to decide on topics and phrase them prior to July first.
- (3) The debate propositions and discussion questions are submitted for preferential vote not later than August first.
- (4) The topics must be announced by September 10th.

Working under these regulations, the following committee members met in St. Louis, Missouri, on June 23 and 24, 1950, and phrased the topics listed above: T. Earle Johnson, University of Alabama, for Tau Kappa Alpha; William Howell, University of Minnesota, for Delta Sigma Rho; Glenn L. Jones, Pueblo Junior College, for Phi Rho Pi; Glenn Mills, Northwestern University, representing Speech Association of America; Glenn R. Capp, Chairman; Baylor University, for Pi Kappa Delta.

The committee considered seriously the frequency with which topics and debate propositions were suggested by various schools. Experts were called in for consultation and the librarians of St. Louis Public Library assisted in locating information important to the deliberations of the committee. The committee members were unanimous in their opinions that the problems relative to selecting topics can best be met by a meeting rather than through correspondence.

The broadness of the debate proposition was discussed thoroughly at the St. Louis meeting. The committee members felt that a broad topic of this nature subject to several legitimate interpretations would be preferable to a statement narrow in scope. It was felt that such a statement of the proposition would encourage a thorough investigation and would give the advantage to those students doing the greater research and the more intelligent analysis.

The regulations under which the committee operates prevent issu-

ing any official interpretation. The committee members felt that debaters could interpret the questions as they pleased so long as they were able to justify their interpretation and analysis. Under the terms of the proposition, the debaters might easily propose the new international organization as an additive, supplementary, or as an organization to replace the United Nations. The negative team then must be prepared to meet whatever type of new international organization the affirmative presents. It is hoped that this general type of topic will encourage thorough analysis and careful research and make for improved debating throughout the debate season.

MESSAGE FROM THE PRESIDENT

CLAUDE L. SHAVER
Louisiana State University

Only five years ago we were celebrating the arrival of peace. War-born restrictions were being lifted and the post war era with all its promises of leisure and pleasure and world peace was being welcomed. Today, as these lines are written, we are winding up a little war in Korea and girding ourselves for a long period of military preparation. Whether the Korean adventure is the end of the last war or the beginning of the next is a question that must be left to the future — although by the time these words are published the decision may be made.

Regardless of whether the next half-century be one of war or peace or that peculiar half-war half-peace which we are now enduring, the most important thing for the United States is the preservation of its way of life and the extension of democratic ideas over the whole world. At the basis of this way of life lies free speech. A faith in the rightness of mature political decision made by the whole people after thorough free public discussion is a basic tenet of our beliefs.

In this regard the speech teacher bears a special responsibility. It is our privilege to instill into the young people of this country not only a faith in these things, but the ability to engage in such activity. Whether we are making better citizens through the improvement of individual speech in the clinic; teaching analysis, organization, and delivery in the debate squad; preserving our culture and our beliefs in the drama, on the radio, or in interpretation classes, we are all working, directly or indirectly, toward this same goal.

As we bear the responsibility let us be worthy of it. We must know not only what we ourselves are doing but what our colleagues are doing. We must work together. The Associations in our field, national and regional, are designed to further our knowledge and understanding of each other and of the progress in the field of speech. Speech publications give us greater understanding. Annual conventions are full of inspiration for those who will accept it.

The Southern Speech Association, a regional division of the Speech Association of America, is designed to deal with problems peculiar to

the South as well as with speech problems in general. The Southern Association is a friendly as well as a scholarly organization. The annual convention will be held in Gainesville, Florida, April 5, 6, and 7, with the Tournament and Congress to begin on April 3. Will you not plan to attend? Will you not encourage others, colleagues, students, and teacher friends, to become members? Will you not see to it that your library subscribes to the JOURNAL?

The program for the annual convention is well under way and should be a good one as usual. The September issue of the JOURNAL was the largest in history. The Southern Association has much to offer you; you have much to offer it.

MID-CENTURY SPEECH CONFERENCE

The Mid-Century Conference of the Speech Association of America, to be held at the Hotels Commodore and Roosevelt in New York City on December 27, 28, 29, and 30, will offer many features of great interest to everyone of its members as well as to administrators, teachers, and special workers in many fields of related and allied studies. Under the general supervision of First Vice-President Wilbur E. Gilman, the convention program will permit ample opportunity for every area of study within the field to present and analyze its latest work, to relate its special interests to other areas within the field, and to explore the possibilities of coordination with the work currently being carried on within the larger field of education, the professions, national and international affairs, and other areas of study and research.

To implement these aims, many more joint sessions have been scheduled with related organizations than ever before. Meeting together with the American Educational Theatre Association, the Committee on Debate Materials of the National University Extension Association, and the National Thespian Society, the Speech Association of America will hold sectional and luncheon meetings in conjunction with the National Society for the Study of Communication, the National Discussion Foundation, the American Forensic Association, the American Dialect Society, the New York Society for General Semantics, the National Society for Crippled Children, the Film Council of New York City, as well as regional, state, and local speech associations.

Many outstanding speakers of national and international reputation will be featured. Wayne Morse, United States Senator from Oregon, and a former professor of speech, will be the main speaker at the Associations Luncheon honoring founders and early officers of SAA. Earl J. McGrath, United States Commissioner of Education; Willard E. Givens, Executive Secretary of the National Education Association; Mrs. Ruth Bryan Rohde, daughter of William Jennings Bryan, and former Congresswoman and United States Minister to Denmark; Foy D. Kohrel, Director of the Voice of America; William Agar, of the Department of Public Information of the United Nations; and many others of outstanding reputation will deliver ad-

dresses and take part in discussions at sectional meetings devoted to their special fields of interest.

The program also provides time and space for many other features and attractions. A room in the Commodore Hotel will be set aside for the scheduled showing of speech films. The Committee on Films has planned a flexible program to permit special showings as requested. An index of films useful in the speech classroom will be available for those interested.

Conducted tours of the United Nations and of Downtown Manhattan are scheduled. The Languidl Convention Cervice, 17 Washington Square East, New York City 3, will cooperate with convention committees in providing tickets for theatres, concerts, television and radio broadcasts and information about restaurants, night clubs, shopping, exhibits, museums, sightseeing and transportation free of charge to all those registered at the convention.

Special rooms have been set aside for consultations on programs for graduate studies and for professional placement. Many graduate directors and placement officers will be available in person at the convention, and appointments for meeting them may be made on registration.

Many entire meetings will be broadcast and televised, and plans are under way to have speakers at the convention appear on national radio and television programs. Convention notices have been sent to over two hundred and fifty professional and educational publications and periodicals throughout the country. Plans are under way to provide for the publication in magazines and newspaper supplements articles of general interest on various aspects of the field of speech, many of which may grow out of talks and discussions that will take place at the convention. A permanent press room will be functioning at the Commodore Hotel throughout the convention to give full coverage to all aspects of the convention. A committee of publicity directors of the colleges and universities in the New York area, acting in cooperation with the Public Relations Committee of SAA and AETA, and under the supervision of Mr. Leslie Nichols, Assistant to the President for Public Relations at the College of the City of New York, has been set up for these purposes.

The convention program this year provides much greater opportunity than ever before for those interested in radio and television and oral reading and interpretation. More attention is being given to

speech education, particularly in the elementary and secondary schools. In this regard, the sections on speech and hearing and speech pathology and therapy are devoted chiefly to the practical application of techniques in teaching at the various educational levels rather than to purely scientific aspects and research done in these areas. The rhetorical and linguistic aspects of the field are more fully developed, and several sections are devoted to interesting special topics. For example, a section on *The Scope of the Field of Speech* will provide unusual opportunity to consider our field in relation to philosophy, history, classics, and English. The sections on *Communications Problems* and on *Listening* will be of particular interest to those connected with the growing developments in communication and language arts. The role played by visual aids in oral presentations in government and industry will be discussed at a special section on *Graphics and Presentations*. *Speech Publications* and the *Motion Picture as a Field of Study* will also be discussed at separate sectional meetings.

To attempt to list programs that are of particular appeal, short of publishing the program in its entirety, is veritably a futile task. Still, there are several which come readily to mind as being of interest to everyone connected with the field of speech. The section on the *Lecture Platform*, for example, featuring talks by lecture bureau managers, sounds particularly attractive. The section on *Parliamentary Procedure* is to have, among others, John Q. Tilson and Mrs. Henry M. Roberts, Jr., as speakers. The program on *Propaganda and Public Opinion* will feature speakers representing the United Nations and the Voice of America. The simple listing of some of the titles of sections is almost enough to themselves: *Preaching*, *Criteria for Criticism in Radio*, *Extracurricular Activities in Speech*, *National Speaking Contests*, *International Debating*, *College Speech Training for Students in the Professions*, *The Training of the College Teaching*, *Certification and Licensing in States and Cities*, *In-Service Training in Speech for Classroom Teachers*, *Problems in Television*, *The Course in Phonetics for a Department of Speech* — and lots more.

The "old timers" will be on the program in abundance. Many past presidents of SAA are in charge of sections, and other former officers have important places on the program.

This convention will be the first to take place in New York City in seven years. The World Capital offers many attractions during the holiday season.

Every member of SAA who can possibly attend will certainly plan to be present at the Mid-Century Speech Conference. We should not overlook, however, our professional opportunity to suggest attendance to colleagues in related fields, to administrators, and to all others who need to know more about the scope and growing importance of the field of speech.

JOHN B. NEWMAN
Queens College
Flushing, New York
Public Relations Committee, SAA

BOOK REVIEWS

THE BRITISH DRAMA: *A Handbook and Brief Chronicle*. By Alan S. Downer.
New York: Appleton-Century Crofts, Inc., 1950; pp. x + 397; \$3.00.

Intended by its author as a *Vademecum*, "a guide and companion to those undertaking for the first time a study of the drama," this volume is unreservedly recommended. Despite its stated purpose, however, it should be said at once that Mr. Downer's study is one that will be read with delight and profit by anyone interested in British drama whether a beginner on the road or one much travelled in the realms of gold—and tinsel.

Brief the chronicle may be, but a handbook in the frequently accepted sense connoting outline form, lists of names and dates, and sketchy treatment in order to be as inclusive as possible, this book certainly is not. Excepting a somewhat perfunctory nod to the twentieth century (though Shaw is given ten pages of lively, cogent writing), it is surprisingly full. Starting with the folk and liturgical plays, Mr. Downer discusses the succeeding periods of drama and dramatists with sound, original, but never stuffy scholarship, leavened by a happy wit.

Although it is unnecessary to select chapters or sections for praise in a work uniformly well done, this reviewer was especially stimulated by the treatment of the comedy of humours and the longer chapters on "Neo-Classic Drama: the Restoration" and "The Decline of the Drama." From the former chapter, the following may serve as a sample:

Critics in the past who have read it [the comedy of manners] solely in the light of their own times have found it dull, smutty, inhuman; or—equally aberrant—unrealistic, imaginative, and charming. In both tone and incident it is a realistic portrait of a transitional society. If its humor is cruel and its jokes practical, so were the humor and the jokes of its audience; if its behavior is licentious and totally opposed to any acceptable moral standards, the society for which it was intended was desperately searching for standards. The aristocrats established a code, imitated by the dramatists, that inevitably clashed with human nature.

Mention should be made of the author's inclusion and analysis of several plays "not usually studied in the classroom"—and, one might add, not usually studied or analyzed anywhere else, outside of the learned journals. An admirable plan admirably executed, it imparts to his study a certain newness and freshness. The Fabulous Invalid is discovered to have had more signs of health than Eracles and at the same time more symptoms than *le malade imaginaire*. By reference to these seldom mentioned and less seldomly discussed plays, much familiar furniture of the drama is brushed clean of the hackneyed dust that has settled upon it. Space will permit citing but a few: Henry Medwall's *Fulgens and Lucres*, Beaumont and Fletcher's *A King and No King*, Fletcher's *The Wild*

Goose Chase, Shadwell's *A True Widow*, and Jerrold's *Black-ey'd Susan*. Although it is not to be inferred that these are necessarily happier examples of dramaturgy than better known titles, the author's analysis and use of them stir the reader to new, enlightening, or unusual conceptions of both the stage and the life of its time. For instance, in its fourth act Shadwell's forgotten *A True Widow* "is an almost documentary picture of a Restoration performance."

The bibliography is excellent and welcomely selective, not bloated with titles to evidence the author's vast erudition, multilingual gymnastics, and decades of preparation (how else master such a library of reading?). In particular, the third section of Mr. Downer's "List of Suggested Readings" deserves commendation. It includes a quite brief but, generally, telling biography of each author, a short list of his plays, and a selective, valuable commentary on his work, drawn from such sources as *Englische Studien*, *Journal of English and Germanic Philology*, *Modern Language Review*, *Notes and Queries* as well as biographies and other books.

While most of the illustrations are helpful, a dozen or so of the sketches—two-inch drawings of Nell Gwynn, Mrs. Quickly, Quin as Coriolanus, a stage beggar—seem of doubtful "use, to enable the student to visualize in any period the appearance of the drama in its fullest realization as produced on the stage." But this is scarcely worth the mentioning in a presentation at once original, stimulating, and delightfully readable.

ALBERT E. JOHNSON

University of Texas

THE SPEAKING VOICE: By Ruth B. Manser and Leonard Finlan. New York: Longmans, Green and Co., 1950. Pp. xii + 404; \$4.00.

The authors have addressed this book to the college student in order to "give him a working knowledge of the vocal apparatus and to place before him sufficient information about vocal faults to enable him to understand his own voice problems and to deal with them intelligently." The book has two parts: THE SPEAKING VOICE, which presents information about anatomy, physiology, breathing, phonation, resonance, the sounds of English, and the like; and VOCAL FAULTS AND THEIR CORRECTION, which presents procedures for eliminating various undesirable vocal characteristics. These are conceived of as being organic, functional, or emotional in origin, with the possibility of some overlapping between the classifications. Sixteen of the twenty chapters in the book contain exercises in the form of drill material, poetry, and prose. The appendix provides further exercises for tongue, lips, and jaw, as well as sample charts for a medical report on voice disorders and a voice and speech inventory. A seven page bibliography concludes the book.

In order to evaluate the book in terms of the authors' stated purpose, two questions need to be raised: (1) To what extent does the book present the sort of information which will enable the student "to understand his own voice problems," and (2) To what extent does it present procedures which will enable the student "to deal with them intelligently?"

Examination of the topics presented in Part I reveals the assumption that information about anatomy and physiology of the vocal mechanism will enable students to understand their voice problems. Because the authors have used the term "vocal instrument," one is reminded that it is not necessary to know how to tune a piano in order to play one. Nor is it necessary to know automobile mechanics in order to drive a car skillfully, or to know how a golf club is manufactured in order to use it effectively. The authors seem to have some measure of awareness that knowledge of anatomy is not essential for skillful use of the voice, as when they state in chapter 2, "Since both the inner laryngeal muscles and vocal band adjustments are involuntary, it is wise not to attempt any conscious and direct control over their movements." One further question how necessary such information is for overcoming vocal faults when some of that information has been vaguely and inaccurately stated. For example, on page 192 an explanation of how children change from one type of breathing to another by imitating their elders is disposed of by the word "naturally" — "they naturally do the same." In chapter 6 the plosive "p" is described as being made by "pressing the lips rather firmly together for a moment and then separating them quickly as unvoiced breath is expelled." One cannot but wonder how essential a knowledge of anatomy and physiology is when inaccurate and vague statements partially prevent students from correcting their speech habits.

The most serious criticism regarding choice of content, however, relates to what has been omitted. Here again the authors seem to have some measure of awareness that a knowledge of psychology has relevance for voice problems. They have quoted Fink in chapter 7 as follows: "The first step in acquiring emotional control depends upon understanding the nature of emotional habits." They have stated, also, "The most important factor in successful voice training is the *attitude of the student*." [Italics mine.] Such clearcut statements serve to make the more obvious the omission of information about dynamics of human behavior in relation to voice problems.

It is understandable that a teacher of voice improvement should feel the need of specific procedures; and exercises for breathing, manipulating the tongue, and reading aloud certainly provide procedures that are specific. It seems unfortunate, however, that textbooks should confuse preference with fact. Just because many students have been able to improve voice production through breathing exercises, for example, does not necessarily mean that faulty breathing operated as a cause of the difficulty. The authors state (p. 205) "In the first and last named cases, the breathiness is probably emotional. In all of the cases, however, the immediate physical cause is the same, namely improper breathing." Just because many students have been able to overcome "stagefright" by concentration on vocal technique and power of suggestion does not necessarily mean that a casual relationship exists between the mechanical procedures and the condition itself. The authors state "A constructive attitude, the power of suggestion, and constant practice are all important aids in overcoming stage-fright. Most important of all, however, is an efficient vocal technique."

The authors' emphasis upon "vocal technique" not only oversimplifies a problem which they have admitted is complex but also results in procedures which run counter to the best evidence available in other fields of human be-

havior. When they state on page 186, "He should never allow the idea of fear to enter his consciousness," one is reminded of the mass of evidence in the fields of psychology and psychiatry to the effect that driving fear out of consciousness does not stop its effect upon behavior.

Certainly it should be pointed out that the criticism made here about choice of subject matter and procedures are applicable to previous books on voice training as well as to this one. When one considers, however, what body of knowledge and procedures are now available from other fields for application to the field of speech, it seems pertinent to raise these issues about such a book published in the year 1950.

RUTH COFFMAN

University of Alabama

HANDBOOK OF GROUP DISCUSSION. By Russell H. Wagner and Carroll C. Arnold. New York: Houghton-Mifflin Company, 1950; pp. 315; \$2.75.

As noted by the authors, HANDBOOK OF GROUP DISCUSSION is not an arm-chair publication, but a text evolved from years of classroom experience on the college and adult levels. Since the contents of the book deal with discussion in general, both group and public, the title may be misleading. Although definitions of terms are rather general, the first eight chapters of the *Handbook* which present the general principles and procedures that should characterize all discussion leave little to be desired. Beginning with Chapter I, "Nature of Discussion," the chapters follow in logical fashion through a treatment of "The Bases of Belief," "Subject-Problems," "Preparation," "The [Discussion] Process," "Leadership," "Participation," and "Speech and Language."

In general the book is written in a style that students will appreciate. Few current publications in the public address field can match the clarity, force, and ease of expression that characterize the *Handbook Of Public Discussion*. The practice of italicizing important concepts, principles, and internal summaries should enhance the student's ease in comprehension and retention.

The section of the book that may disappoint some will be the final chapter, "Types and forms." The general criticisms leveled at this chapter are applicable, in more or less degree, to all texts in the field of discussion. To date, terminology in the field has not solidified; thus, aggravating differences appear between the opinions of those authors who attempt to clarify types and forms of discussion. Wagner and Arnold refer to that discussion involving small numbers of participants as "informal discussion," most writers have preferred the term "group discussion," thus dividing the field of discussion into two types, "group" and "public" discussion. In treating "public discussion," Wagner and Arnold have included several standard forms, omitted others, and finally advanced a new form.

The discussion of the Symposium is excellent. It is doubtful, however, that the Panel is as informal as the authors would have us believe. The Round Table, one of the most common forms, is ignored, or if treated by implication it is

under the heading of Panel, a form with which the Round Table has little in common. The advancing of Dialogue as a new form of "public" discussion is challenging, but the authors' explanation is probably insufficient to substantiate its acceptance as a distinctly new concept. If, as Wagner and Arnold point out, it is desirable that the two participants in the Dialogue be fairly equal in knowledge of the subject, the performance, even limited to two participants, could be either a Panel or a Round Table. However, if one participant becomes the "chief questioner" while the other supplies the answers, the performance is an ordinary interview. Unless this form is confined to radio discussion, its inclusion as a form of public discussion calls for an acute stretch of the imagination.

HANDBOOK OF GROUP DISCUSSION closes with a few pages on radio and televised discussion. The attempt to cover this new and important area of discussion in such a cursory fashion defies adequate treatment for classroom use by students in discussion.

In spite of these minor deficiencies, Wagner and Arnold have written an excellent volume for beginners in discussion. HANDBOOK OF GROUP DISCUSSION should take its place among the best books in the field.

WAYNE C. EUBANK

University of New Mexico

TEACHING SPEECH—Methods and Aims in the Study of Speech. (Third Revised Edition). By Pearl Heffron and William R. Duffey. Minneapolis: Burgess Publishing Company, 1949; pp. 290; \$3.50.

This is a textbook dealing with the teaching of speech in the secondary school. The authors claim for it the merit of meeting the distinct need of a large number of prospective teachers who annually enter the speech field. In addition, the book, so the authors say, supplies information concerning principles and methods of speech training for the English teachers in small high schools. According to the preface, "the authors have attempted to strike a balance in conforming to the wishes of those who seek to have more of general methods presented in this text and those who would require the authors to present in more detail the means of teaching individual speech skills."

The statement quoted is actually a gross understatement of the expanse of the book. The broad outline is concerned with speech course objectives, contributions to speech from related and unrelated fields, qualifications of the teacher of speech, procedures for getting and holding positions, the psychology of adolescents, procedures in the class room, and problems in teaching courses in fundamentals, advanced public speaking, discussion, parliamentary law, interpretation, dramatic art, radio speech, and speech correction. In the attempt to provide in one book the information necessary for the untrained as well as the trained, the authors, through the shot gun approach, fail to do a very good job for either group. The trained teacher will have little use for most of the information given in the text, and the untrained teacher will not receive enough to carry on adequately either speech classes or extra-curricular activities. Pages

3-60, for example, are concerned with an outline of speech course objectives and the contributions to speech from allied as well as from unrelated fields. The discussion is unnecessary for the trained speech teacher and far too brief for the untrained. A reader of this text gets the impression that the writers have tried to cover so many details that the overall results is a pecking at a myriad of items with coverage of none.

The authors could improve this textbook tremendously by adopting a point of view or approach to the objective they wish to reach. If it is a textbook for the uninitiated, the philosophy, system of attack, and procedures need a far more complete development. This is particularly true for the teaching of the fundamentals course, but holds also for the specialized courses in discussion, debate, dramatics, etc. The section on speech correction should be eliminated altogether. If it is to be a textbook for the speech major, the level of discussion should be raised to meet the demands of that individual.

The format of the book needs a great deal of improvement. As now published, the manual consists of mimeographed sheets held in position between flexible covers by means of a spiral binder. Such a book is difficult to store as well as difficult to read.

THOMAS R. LEWIS

Florida State University

HOW TO DEBATE: A Textbook for Beginners. By Harrison Boyd Summers, Forest Livings Whan, and Thomas Andrew Rousse. New York: The H. W. Wilson Company, 1950; pp. 349; \$2.75.

The authors quite frankly aim their entire discussion of debate techniques, principles, and methods toward what they term "the simple needs involved in the selling of an idea." (p. 3) This point of view automatically relegates any very serious discussion of proof to the appendix. It also places the prevailing emphasis of the book upon strategy and persuasion rather than upon genuine argument. Thus the authors overlook the dominant opinion that modern democracy requires an electorate skilled in analysis and in thought rather than in the glibness which can "make the worse appear the better cause."

The section dealing with *Proof* places primary emphasis upon *proof to whom*, rather than upon *proof of what*. The net result is that too much dependence is put upon the process of *appeal*. In this section, also, particularly in the brief Chapter on *Evidence*, the examples given do not always fulfill the rules and requirements set up by the authors. Hence they do not always clearly illustrate what is intended.

If the reader is willing to accept the authors' somewhat disillusioned notion of "the sorry nature of audiences," then the book does contain one excellent section. This is the part about *Rebuttal* which tells clearly and interestingly how the various strategic attacks and counter-attacks can be made.

The book is entitled *A Textbook for Beginners*. The section dealing with strategy in rebuttal, which is well handled, is not introductory in character, how-

ever, but quite detailed and complete. Where simplifying has been done with the beginning student clearly in mind, as in the section concerning proof, the content material of the book seriously suffers. The authors speak from the contest debater's point of view, with their emphasis placed upon skill and "ways to win." The beginning debater probably needs more instruction in how to think sensibly and clearly and how to organize tightly. Any careful treatment of strategy might better come later in his training, if at all.

The book would be difficult to use by a beginning teacher, for there are no exercise materials. It does not seem to merit being called a beginning text. The section on rebuttal, however, might prove useful for some advanced debaters.

DONALD H. ECROYD

University of Alabama

DYNAMIC PUBLIC SPEAKING. By George M. Glasgow. New York: Harper and Brothers, 1950; pp. xii + 315; \$2.50.

In the preface to this book, Mr. Glasgow limits the scope of its coverage: The purpose of this book is to present the principles and techniques of public speaking clearly and concisely for contemporary audience conditions. . . . The present book is arranged in a modified-outline form. Superfluous details, such as obsolete, decorative literary devices, have been omitted. Emphasis is placed on the development of practical speaking abilities for everyday use. Proficiency in methods of speech organization, composition, and delivery currently effective is the sole aim of the study.

The first of two sections, the longer, is devoted to principles and techniques, under these chapter headings: Speech and Society, Delivery, Classification of Speeches, Preparing the Speech, Audience Psychology, Voice and Speech, Speeches for Special Occasions, Radio Speaking, and Group Discussion. The second section contains copies of recent speeches delivered by contemporary prominent men. The two sections are tied together by frequent references in the text to various parts of the several speeches as illustrative material to reinforce the points being made.

The weakness in this book is the complete absence of any direct reference to the importance of speech content. The omission is only partly mitigated by the obvious sincerity of the author, by his choice of exercises, and by his selection of collateral reading suggested to the student who desires to consult standard textbook authors in public address.

This text should appeal directly to students in adult evening classes, as well as to those teachers who are acquainted with their subject, but recognize the need for greater facility in marshalling and presenting their material to best advantage. In addition, this book should be a satisfactory text for use in one-term speech courses in which the student is more concerned with immediate application of his new knowledge than he is with the total speech situation.

ROBERT T. RICKERT

University of Florida

TRAINING THE LOCAL ANNOUNCER. By Samuel B. Gould and Sidney A. Dimond. New York: Longmans, Green and Co., 1950; pp. xiii + 201; \$2.50.

Professor Gould, Director of the Division of Radio and Speech in Boston University's School of Public Relations, and Mr. Dimond, Instructor of Radio and Speech in the same School, have attempted to provide the prospective local announcer with a manual of practical instruction.

Their book contains five main parts: Part I is a discussion of the function of the announcer; Part II gives instruction on microphone technique; and Part III is concerned with improvement of the announcer's voice. Part IV contains a chapter on styles of announcing, one on types of commercials, and a third on narration. Part V consists of chapters on jobs of the local announcer with regard to various common program types, and one on the role of the announcer in production problems. Appendix A is a brief glossary. Appendix B contains audition materials.

Although this training text should prove to be useful to the prospective local announcer, the full potentialities of its usefulness may not be realized because no index is included. The glossary is excellent, as far as it goes, but important terms such as "cowcatcher" and "hitch-hike" are not listed. The writers have done an admirable job of explaining some technical terms, but they write of the flat frequency response of a certain microphone without explaining what they mean and without noting "response curve" or "frequency response" in the glossary. Unlike *Radio Announcing* by Gilmore and Middleton or Henneke's *The Radio Announcer's Handbook*, this book makes no attempt to explain the workings of diacritical markings or IPA symbols. Discussion of pitch patterns and time patterns as annoying mannerisms of many local announcers is omitted. That the writers distinguish between articulation as formation of the consonant sounds and enunciation as formation of the vowel sounds is an interesting departure from definitions in authoritative modern texts.

Despite the possible failure of Gould and Dimond to produce a thoroughly sound and practical text, *Training the Local Announcer* is probably as good an announcer's manual as can be had for the money.

KENNETH HARWOOD

University of Alabama

HOW TO BECOME A SUCCESSFUL SPEAKER. By Harold P. Zelko. Chicago: National Foreman's Institute, 1950; pp. xi + 160; \$2.50.

Professor Zelko's new book is certainly not a run-of-the-mill, "How To" piece of non-fictional composition on the subject of effective speaking. Pedagogically sound in its approach, and superlatively organized, it is a brief, yet thorough, treatment of effective speech, based upon acceptable rhetorical canons. Moreover, it is the belief of the reviewer that it fills a definite need, and that it will be very favorably received.

The book is designed, according to its title page, as "A brief, practical text

for adults, management and executive personnel, supervisors, salesmen, and others who wish to improve their speaking effectiveness in their work and social conditions." Few, perhaps, could bring to the task of writing such a text the special qualifications possessed by the author. Mr. Zelko states in his preface that the "basis for the selection of subjects and the arrangement and development of the material is a wide combination of experience in adult education and training, and in college teaching, in effective speech, conference, and conference leadership." "His [the author's] experience," he further declares, "extends from planning, coordinating, and developing training materials and programs to the development of instructor personnel and the teaching of courses in many and varied organizations." From such a background should stem an easy familiarity with the speech needs of the large group to which the author has directed his discussion and a sound philosophy of speech training. It is the opinion of the reviewer that *How To Become A Successful Speaker* reflects both in its pages.

Readers will discover that among the many commendable features of this book is the felicitous selections and arrangement of materials. The discussion, consisting of a total of twelve chapters, is divided into three parts. Part I (Chapters 1 and 2), "Your Speech Is Important," stresses the place of speech in human relations and summarizes the "total important factors which make up effective speaking." Following these two essentially introductory chapters are the six chapters dealing with the fundamental principles of effective speech.

Part II, "Making Your Speech Effective," follows the logical (strictly speaking, the psychological) order of arrangement, the pattern dictated by the normal process used in developing a speech. The author arranges "the basic principles and techniques of effective speaking" under two general headings: "What You Say," and "How You Say It." Throughout the discussion, these principles are "considered in relation to the listener." The fundamental principles of effective speech are adequately discussed in six chapters. The chapter headings, "Have Something To Say," "Have a Purpose," "Organize Your Ideas," "Develop Your Ideas," "Say It Effectively," and "Be A Good Listener," possess the qualities of directness and informality characteristic of Mr. Zelko's style throughout the book.

Part III, called "Speaking In Different Situations," "attempts . . . to show some fundamental applications of the principles [of effective speech] to the more frequently occurring situations: when you are on your own as a single speaker, in conference with others, in leading a conference meeting, and in selling." A wide variety of speaking situations is brought in for brief treatment in the four chapters of Part III: the public speech (to inform, to persuade, and to interest and entertain), conversation, the "planned interview or conference," "the larger conference," telephoning, business conferences, public conferences, meetings, and the sales interview.

The author has provided an appendix which includes a "Sample Foreman's Speech," a "Parliamentary Procedure Table," a "Speech Inventory Form," a "Speech Evaluation Form," a "Conference Leadership Evaluation Form," "Suggested Practice Projects," and "Selected References."

Mr. Zelko has developed for use with his text a speaker's notebook and an instructor's guide. *The Instructor's Guide For Developing Successful Speakers*

is based on and integrated with the text proper. *How To Become A Successful Speaker* may be used singly or in combination with these two supplements to fill particular needs. It is believed that many teachers of speech may be rewarded by a careful examination of the guide and a comparison of their own approach to speech teaching with the techniques employed by a man who is intimately acquainted with the educative process. His guide proceeds on the assumption that the learner is not to be circumscribed, and that, along with the acquisition of speech skills he should derive other valuable concomitant learning outcomes, such as appreciations, attitudes, and understandings.

Throughout the text Mr. Zelko has striven for clarity. Charts, diagrams, internal summaries and examples are liberally employed; the keynote of each chapter is pictorially portrayed by a clever drawing placed at its beginning; important words and phrases are frequently set in glaring boldface.

The publishers are to be commended for a neat, attractive format. Topic headings appear in large type; the margins are liberal; and restful white areas are provided on almost every page.

Some readers may feel that speech style is passed over too hurriedly; that voice and articulation deserve a fuller treatment. But it is believed that most readers will be favorably impressed by Professor Zelko's book.

How To Become A Successful Speaker should find a warm welcome in the business and industrial world. Moreover, it may find favor among college speech teachers who desire a practical, brief text for a shorter course in effective speech.

RALPH T. EUBANKS

University of Arkansas

NEWS AND NOTES

One of the best equipped experimental theatres on any campus in the United States was completed this fall at the University of Arkansas. The theatre is a part of a Fine Arts Center, consisting of three buildings, which will house the departments of speech, dramatic arts, music, architecture and art. The Center was designed by Edward D. Stone of New York, architect of the Rockefeller Center Music Hall.

The speech faculty at Southern Methodist University, Dallas, Texas, was busy this past summer. Edythe Renshaw received her Doctor of Philosophy from Columbia University, J. B. McGrath began work on his doctorate at Stanford, and C. B. Harrington did graduate work at the University of Michigan.

Edward C. Gullon, formerly of Wabash College, has joined the speech staff at the University of Texas.

Memphis State College has formed a new department of Speech and Drama. Don Streeter is chairman of the department.

Miss Jean Lowrey, formerly of Furman University, Greenville, S. Carolina, has succeeded Miss Elizabeth Purser as head of the Department of Speech at Blue Mountain College, Miss. Miss Purser is retiring after more than twenty-five years as head of the department.

The University of Tennessee has ten candidates for masters degree in speech and theatre.

Hugh Allsworth of Miami - Edison High School, has been elected Florida State Chairman of the National Forensic League. Other members of the committee which directs N. F. L. activities in Florida, are Mrs. Irene Light-hiser, Orlando, and Malcolm Longsdon, Tallahassee. Plans for the year include a state student congress held in the state capitol, a state debate tournament to be held at the University of Florida, and a state all-inclusive tournament to be held in March.

The speech clinicians of Louisiana, together with Miss Caro Lane, State Department of Education, and Dr. Lou Kennedy L. S. U. Clinic Director, conducted the first parish speech and hearing workshop in Ascension Parish this fall.

Miss Dorothy Richey, besides completing her doctoral dissertation by Christmas, is writing and producing a pageant for the Centennial Celebration of Furman University in January.

Miss Roberta Winter, Agnes Scott College, is studying at New York University. During her absence George Neely, Emory University, will direct plays at Agnes Scott. The casts will include students from Agnes Scott and Emory and will play two nights at each school.

Richard F. Maher, formerly of Wayne University, has joined the speech staff at Emory University as speech correctionist.

George Neely taught at L. S. U. this past summer in the English program for Latin American students.

Tau Kappa Alpha has been reactivated at Vanderbilt University.

A two-day Drama Conference was held at Eastern Kentucky State College, Richmond, in November for high school drama coaches of Kentucky. Sessions were arranged in Play Direction, Play Selection, Make-Up, Sets, Lighting, and individual problems. College drama directors from Ohio and Kentucky were in charge of the sessions.

University of Kentucky speech department under the new title, Department of English, Speech and Dramatic Arts, offers a major in speech and a masters degree in these fields.

Gifford Blyton, chairman of the speech staff at University of Kentucky, is the new president of the Kentucky Speech Arts Association and is also Regional Governor of the Ohio-Kentucky Region of Tau Kappa Alpha.

Miss Sara Lowrey gave a recital at Furman University entitled "The Romance of Elizabeth Barrett Browning and Robert Browning as revealed through their Letters and Poetry."

University of Tennessee will repeat the annual state wide play writing contest. The best three plays selected will be produced at the university.

Rollins College anticipates a widely expanded program of extra-curricular speech competition this year. Debate, after a lapse of nearly a decade was re-instituted last year and will be continued this year. W. B. Whitaker, Chairman of English and Theatre Arts, welcomes information about tournaments for the coming season, also debate material bibliography from more experienced friends who would care to help a beginner.

Baylor University sponsors a weekly reading hour as part of the Union Building activities, featuring students of Miss Chloe Armstrong; a weekly discussion program and a monthly discussion and debate forum with representation from nearby schools.

The largest debate squad since the war reported to Professor Albert Tracy, director of Forensics at Murray State College, Ky. Public forum and inter-collegiate non-decision debate is emphasized. A tour of regional high schools and a one day high school speech and debate clinics will be featured.

Mr. Paul Brandes, Assistant Professor of Speech, University of Mississippi, is taking a semester's leave of absence in January to work on his doctorate at the University of Wisconsin.

The Department of Speech at Southern Baptist Seminary has been reorganized to include: Fundamentals of Speech for Preachers (required): Speech

for Radio: Church Drama. The student enrollment of nine hundred and fifty ministerial students, make S. B. S. the largest theological school in the world and approximately two hundred and ninety of them are enrolled in speech classes.

Joseph Wright, director of the theatre at Vanderbilt University, spent the summer in research in England.

The University of Georgia Theatre will make its second state tour with the play "But Not Goodbye" as the final attraction of the Concert Artists series, playing thirteen engagements during the spring holidays. The University theatre has two junior Artists-in-Residence: Miss Clare James and Mr. Paul Bacon, graduates of the Royal Academy in London.

Miss Norma Bunton, University of Texas, is on leave to study on her doctorate at Iowa State University.

Members of the Speech Department at Southwest Teachers College are: Elton Abernathy, James G. Barton, Empress U. Zedler, Jo W. Bennett.

Sam Raines, formerly at Southwestern University, Texas, has accepted a Speech teaching assignment at General Motors Institute in Flint, Michigan.

Mr. Leonard M. Davis, formerly at West Virginia University, has joined the speech staff at Alabama College as director of Debate, Forensics and Public Speaking, and Mr. W. A. Lewis from Middle Tennessee State College is supervisor of speech in the Alabama College Training school.

Miss Lillian W. Voorhees attended the sixth Annual Children's Theatre Conference at the University of Minnesota this summer. Miss Voorhees spoke at the session on "The Profession with Many Faces."

Miss Wilhelmina G. Hedde attended the Puppetry Festival and Institute held at Western College, Oxford, Ohio, last summer.

The Dock Street Theatre welcomed sixteen apprentices into its group this fall. These talented young people will take part in all phases of theatrical activity. The Dock Street Staff includes George Hamlin—head, John Babington, Jack Neeson—associate directors, Corwin Rife—designer and Bill Taylor—assistant director.

Dr. Howard W. Townsend, editor-elect of the *SOUTHERN SPEECH JOURNAL*, served on the research staff of the Texas Legislative Council from mid July until the fall term began.

H. Hardy Perritt, University of Virginia, has been granted a leave of absence for this year to complete his doctorate at the University of Florida, but has been called to active military duty with the United States Navy. Joe Wetherby, Duke University, was a graduate student at Florida during the past summer, beginning his doctoral program in speech correction.

After a thorough examination of the department at Florida State Uni-

versity—its faculty, its facilities for research, its library, by the Graduate Council and the State Board of Control, the Speech Department of Florida State University has expanded its graduate program to include integrated curricula leading to the Ph.D. degree in all areas of the department. Four new instructors have been added to the faculty—Roger Busfield, Russell Graves, Rebecca Grimes and Carl Zerke. The department opened its forensic season with an international debate between F.S.U. and the Combined British Universities debate team on Nov. 10, discussing the medical care question. The second annual intramural debate tournament was held starting October 31 with over twenty teams enrolled representing all aspects of university life. In November the department sponsored the Annual State High School Student Congress of the National Forensic League, entertaining delegations from fifteen Florida high schools. In the middle of January, colleges and universities from the Southeast will assemble in Tallahassee for the Second Annual Forensic Tournament sponsored by the Speech Department. In March 1951, the Speech Department will sponsor the Third Annual Conference on Services to Crippled Children. According to tentative plans, sectional meetings during the two day conference will introduce such outstanding specialists in the field of speech and hearing disorders as Charles Van Riper, Wendell Johnson, Raymond Carhart, Herbert K. Cooper and many others. The Program Committee for the conference included Dr. C. W. Edney, Dr. Stanley Ainsworth, Dr. Gilbert Tolhurst and Mr. Dean Williams of the Speech Department of Florida State University.

Dr. James H. McBurney, Dean of the School of Speech, Northwestern University, was the featured speaker at Auburn's second annual summer Speech and Hearing Conference. Over sixty parents and teachers attended the one-day conference. The program emphasis was on the problems of elementary and high school teachers and their cooperation with parents of speech and hearing defective children. Participating in the program in addition to Dean McBurney were Dr. M. C. Evans, Head of the Speech Department at Birmingham Southern College, Miss Catherine Riser of the Alabama Institute for the Deaf and Blind, and Dr. E. K. Jerome of the Alabama Polytechnic Institute staff. The Speech Division at Auburn will have three new people this fall. As Head of the Speech and Hearing clinic, Mr. Clayton Bennett, a native of Nebraska, who comes from the University of Southern California; Mr. Richard F. Yoo from Ohio University as Instructor in Radio, and Mr. William P. Dorne from Columbia University as Instructor in Correction.

The University of Florida Speech Department, in cooperation with the Florida Speech Association and the State Principal's Association, sponsored the 3rd annual Florida High School One Act Play and Speech Festival on Nov. 3 and 4. Two new divisions—oral reading and radio speaking—were added. The Festival was held in the new laboratory theatre and radio studios of the department.

The Mississippi Gamma chapter of Pi Kappa Delta, Mississippi State College for Women, Columbus, Mississippi, invites you to participate in the Fifth

Annual Magnolia Speech Tournament for college and university women, March 2-3, 1951. Activities will include debate, extemporaneous speaking, oral reading, original oratory. Free housing accommodations will be provided for participants and women coaches.

Jay Hedgepeth and E. C. Ward of the Ole Miss Varsity squads will appear in exhibition debates at Lincoln, Nebraska, and Baton Rouge, La., in October, taking the affirmative side of the high school question, Resolved: that this nation should reject the welfare state. The debate against the University of Nebraska will be on October 14, before the University of Nebraska High School Institute, and on October 28, before the L.S.U. High School Coaches Workshop.

The Baylor University Department of Speech will sponsor three intercollegiate speech meetings of interest during the school year. In November, a Poetry Festival was held under the direction of Miss Chloe Armstrong, teacher of Interpretation. Some twenty schools from Texas and surrounding states attended. The annual invitational Baylor College Debate Tournament will be held on February 2nd and 3rd when some forty schools are expected to attend. The annual Baylor Invitation Tournaments for high Schools will be held on February 16th and 17th when some 700 students are expected on the campus. Dr. Lola Walker, formerly of Cornell College, Mt. Vernon, Iowa, joined the faculty of the Baylor University Department teaching courses in public address and assisting with the speech correction work.

A major appointment at the University of Florida is Dr. Darrel J. Mase for a completely new position as Coordinator of the Florida Center of Clinical Services. The new Center at present consists of a group of clinics which have been coordinated to serve University students and residents in the State of Florida. They are the Speech and Hearing, Vocational Guidance and Mental Hygiene, Reading Laboratory and Clinic, Adapted and Corrective Exercises, and Medical Diagnosis and Treatment. The Florida Center of Clinical Services has a four-point program: (1) to extend the services of these clinics to adequately meet the needs of the 10,000 University students; (2) to effectively use the clinics, staffs, and equipment in training teachers and specialists; (3) to develop needed research programs in various areas dealing with the handicapped; (4) to offer needed services through the clinics to the residents of the state. Training at the graduate and undergraduate level is now available in several specialized areas. Other areas will be opened as a need is indicated and an interest is manifested. The offices of the Coordinator, as well as the Speech and Hearing Clinics and the Vocational Guidance and Mental Hygiene Bureau, are housed in the new \$1,390,000 Administration Building occupied for the first time this fall, and which houses, also, the entire Department of Speech. Approximately 6,000 square feet of space has been assigned to the clinics in this building. The Reading Laboratory and Clinic has 1,800 square feet in nearby Anderson Hall. The other two clinics are in the Health Division of the University.

Two additional appointments in the Florida Department of Speech are Dr. Douglas W. Ehninger from the University of Virginia, and Robert Rickert from the University of Miami. In addition to serving as Director of Forensics, Dr. Ehninger will assume the work in Classical and Modern Rhetoric, thereby permitting Dr. Dickey to concentrate on American, British, and Southern Oratory. Professor Rickert becomes the technical director of the Theatre, and also a candidate for the Ph.D. degree. Another member of the staff, Roy Tew, has returned to his position in the department, and will give the major portion of his time to teaching Voice Science and Audiology. He has all work completed for the doctorate at Ohio State University except the dissertation. He has taught the last two summers at Boston University.

Eleven M. A. degrees were granted in Speech at the University of Florida during 1950. Twenty-six graduate students are in residence now with six of them as doctoral candidates.

S. S. A. PLAYS

- University of Arkansas — Dir. H. Preston Magruder
Male Animal, Ah Wilderness, Double Door, Barrett's of Wimpole Street, Two Blind Mice, Born Yesterday, The Philadelphia Story, original musical comedy based on Charles Morrow Wilson's novel *Acres of Sky*.
- Southern Methodist University — Dir. Dr. Edythe Renshaw
All My Sons, The Heiress, Goodbye My Fancy, The Bishop Misbehaves, Dir. J. B. McGrath Hannele, *The Tempest*, Dir. David Russell.
- Florida State University — Dir. George McCalmon
Ladies in Retirement, Arms and the Man, Family Portrait, Our Town.
- Memphis State College — Dirs. Bradford White, Eugene Bence
Hedda Gabler, Importance of Being Earnest, Othello, Carmen.
- The Lake Charles Junior Theatre — Dir. Margery Wilson
 Summer productions — semi round style.
The Land of the Dragon, Emperors New Clothes, The Magic Horn, Kinfolk of Robin Hood, Mary Poppins.
- Blue Mountain College, Miss. — Dir. Myrtle Cawood.
A Midsummer Nights Dream.
- University of Florida — Dirs. Delwin Dusenbury, Robert Dierlam
Goodbye My Fancy, The Circle, Liliom, The Madwoman of Chailiot.
- Georgetown College, Ky. — Dir. Rena Calhoun
Angel from Hell, Christmas Carol.
- Eastern Kentucky State College — Dir. Keith Brooks
Years Ago.
- University of Kentucky — Dir. Wallace Briggs
Twelfth Night.
- Furman University — Dir. Dorothy Richey
Man and Superman.
- Agnes Scott - Emory University — Dir. George Neely
Ladies of the Jury.
- Clemson Little Theatre — Dirs. Mrs. John H. Gates, James P. Winter
The New Shoe, If Men Played Cards as Women Do.
- Murray State College, Ky. — Dir. John Berssenbrugge
Our Town.
- Messick High School, Memphis — Dir. Freda Kenner
Stage Door.
- Vanderbilt University — Dir. Joseph Wright
Angel Street, The Poor of New York.
- University of Georgia — Dirs. Leighton Ballew, James Popovich
Born Yesterday, The Tower Beyond Tragedy, But Not Goodbye, Naughty Marietta, Taming of the Shrew.
- Southwest Texas Teachers College
Green Grow the Lilacs.
- University of Alabama — Dir. Marian Gallaway
Goodbye My Fancy, The Scarecrow, The Tempest.

Alabama College, Montevallo — Dir. Dr. W. H. Trumbauer
Skin of Our Teeth.

Madison College, Harrisonburg, Va. — Dir. Mary E. Latimer
Moor Born.

Fisk University — Dir. Lillian W. Voorhees
Rebecca.

Valdosta State College — Dir. Louise H. Sawyer
Our Hearts Were Young and Gay.



OUTSTANDING McGRAW-HILL BOOKS

HANDBOOK OF BROADCASTING.

New 3rd edition

By WALDO ABBOT, University of Michigan. 494 Pages, \$5.00

Designed to provide information concerning every field of broadcasting, this book tells how various duties are performed, including every activity in a radio station from announcing to production, from writing to technical operation.

STURGIS CODE OF PARLIAMENTARY PROCEDURE

By ALICE F. STURGIS. 268 Pages, \$2.50

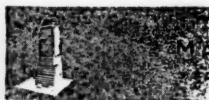
Simply written and organized for easy reference, this new text is a modern handbook of parliamentary procedure with examples that are applicable to any kind of meeting, large or small, formal or informal, with emphasis on simple courteous, democratic methods of conducting meetings.

GENERAL SPEECH. An Introduction

By A. CRAIG BAIRD, The State University of Iowa, and FRANKLIN H. KNOWER, The Ohio State University. *McGraw-Hill Series in Speech.* 500 pages, \$3.50

Placing emphasis on the fundamentals of public speaking, this text deals mainly with the general skills such as social adjustment, purposeful speaking, selection and organization of ideas, oral style, voice and articulation, which are applicable to many types of speech activity.

Send for copies on approval



McGRAW-HILL BOOK CO., INC.

1221 WEST 42ND STREET, NEW YORK 18, N.Y.



SCHOOL OF SPEECH, UNIVERSITY OF DENVER

Concentrations for Advanced Training for
B.A., M.A., Ed.D., Ph.D. degrees

- ★ **Speech and Hearing Disorders:** Ruth Clark, Ph.D., Edwin Shutts, Ph.D., Richard Winchester, M.A., Mary Jaeger, M.A., Ruth Van Tine, M.A., Libby Radus, Eva Black
- ★ **Public Speaking and Discussion:** E. E. Bradley, Ph.D., Raymond Barnard, Ph.D., Anthony Hillbruner, M.A., Erna Triplett, M.A.
- ★ **Oral Reading and Phonetics:** Johnnye Akin, Ph.D., Richard Woellhaf, M.A., Marion Talmadge, M.A., Iris Gilmore, M.A.
- ★ **Speech Education:** Seth Fessenden, Ph.D., Keith Case, Ph.D., Elwood Murray, Ph.D.

Area Programs

- **Speech and Theatre:** Campton Bell, Ph.D., Director of the School of the Theatre, and staff.
- **Radio Broadcasting:** Albert N. Williams, M.A., Acting Co-ordinator of Radio, and staff.
- **Basic Communication:** Keith Case, Ph.D., and staff.

Special Features of the 1951 Summer Sessions

June 20 to July 20

July 23 to August 22

Fifth Workshop in Interpersonal Communication.

Dr. Elwood Murray and visiting lecturers.

Ninth Workshop in Basic Communication.

Dr. Keith Case and visiting lecturers.

Fifteenth summer High School Speech Groups for Juniors.

Dr. Raymond Barnard and assistants.

★ ★ ★

Facilities and staff are especially favorable to permit work on the unique problems of speech education in the teachers college, the junior college and the smaller liberal arts college. A major emphasis for these programs presents speech as a unifying factor in the curriculum and in interpersonal relations.

★ ★ ★

A limited number of Graduate-Assistantships, Communication Clinicianships, and Instructor-Fellowships are available.

★ ★ ★

For information, address

Dr. Elwood Murray, Director,
School of Speech,
University of Denver,
Denver 10, Colorado

2 things to remember about your teaching

1 GOOD MAGAZINES add much to your success! And a knowledge of the articles on the special subjects you teach will put you at your best. You will enjoy your teaching more.

2 IT'S EASY to get that information on your special subject when you read *Players Magazine* every month during the school year, October through May. *Players* brings you articles on Directing, Scenery, Lighting, Makeup, Costuming, New Plays, Arena Theatre, High School Theatre, and all related fields. In fact, *Players* brings you more about the American Theatre, the Educational Theatre — published since 1923.

PLAYERS MAGAZINE

Dept. S., Box 339
GAINESVILLE, FLORIDA

1 year \$3.50

2 years \$6.00

VITAL SPEECHES OF THE DAY

presents the complete text of the significant speeches by leading moulders of public opinion on the important problems of the day. *VITAL SPEECHES OF THE DAY* affords students examples of the effective speech of today's leaders and will help them to recognize the importance of the spoken word and the necessity for fundamental training in public speaking, if they hope to attain a prominent position in any walk of life. The knowledge gained by reading these speeches will be of great help to the student in many of his studies.

GROUP RATES — ALL DELIVERED TO ONE ADDRESS

FOUR MONTHS SUBSCRIPTION — EIGHT ISSUES

10 to 24 — \$1.00 each 25 or more — 75 cents each

LESS THAN EIGHT ISSUES

10 to 24 — 15 cents per copy 25 or more — 10 cents per copy

FREE WITH GROUP SUBSCRIPTIONS

FOR THE STUDENT — copy of the comments of Dr. Crocker, on the skillful use of the principles of speech in the address *THE ART OF CONTEMPLATION*, by Virgil M. Hancher, President, State University of Iowa.

FOR THE TEACHER — copy of Dr. Crocker's comments and a desk copy of each issue of *VITAL SPEECHES* for the duration of the group subscription.

VITAL SPEECHES - 33 West 42nd St., New York 18, N. Y.

ONE YEAR \$5.00 — TWO YEARS \$9.00

NOW—AS A PLAY

OUR MISS BROOKS

Adopted from the original material of R. J. Mann by Perry Clark

A 3-act comedy

12 women, 5 men

1 interior

Someone like Miss Brooks has a part in everyone's life. She's a most human and delightful English teacher, and whether she likes it or not, involved in almost everything that goes on at school. The students love her but take every advantage of her. The parents and members of the community behave as though they owned her twenty-four hours a day. With its fast-paced action, humorous lines, and hilarious situation, this play has an underlying sweetness and a special meaning for both your cast and audience.

Royalty, \$35.00

Posters

Price, 85¢

FREE CATALOG SENT ON REQUEST

THE DRAMATIC PUBLISHING COMPANY

1706 SOUTH PRAIRIE AVENUE

CHICAGO 16, ILLINOIS

UNIVERSITY OF ALABAMA

DEPARTMENT OF SPEECH

Faculty

Ollie L. Backus, Ph.D., Assoc. Prof.	Speech Correction
Allen Bales, M.A., Instructor	Interpretation
Jane Beasley, M.A., Asst. Prof.	Speech Correction
Ruth Coffman, M.A., Instructor	Speech Correction
Donald H. Ecroyd, Ph.D., Asst. Prof.	Public Address
Marian Gallaway, Ph.D., Asst. Prof.	Theatre
Annabel Hagood, M.A., Asst. Prof.	Debate
Adrian Sayre Harris, M.A., Instructor	Theatre
T. Earle Johnson, Ph.D., Professor	Phonetics and Science

Graduate Assistants

Patricia Bowers, B.A.	Fundamentals
Adelbert Bradley, B.A.	Fundamentals
Jack Carter, B.A.	Debate
Paula Gregory, M.A.	Fundamentals
Arlette Harwood, B.A.	Theatre
Evelyn Kempe, B.A.	Fundamentals
John Lair, B.A.	Hearing Clinic
Mary Louise McDowell, B.A.	Speech Clinic
Nancy Pickard, B.F.A.	Speech Clinic
Martin Spielberg, B.S.	Speech Clinic
Murray Stahl, B.A.	Theatre

☆ Undergraduate and graduate major in speech leading to the Bachelor of Arts and Master of Arts degrees, with 35 M.A. degrees since 1938.

☆ Well-rounded course of study in Correction and Science, Discussion and Debate, Dramatic Production, Interpretation, Public Address and Theatre.

☆ Calendar for 1950-51 Session:

First Semester, 1950-51—September 21 - February 2
Second Semester, 1950-51—February 7 - June 5
1951 Summer Session, June 11 - August 24

☆ For information write

Dr. T. Earle Johnson, Head,
Department of Speech,
Box 2025,
University, Alabama

NEW THIRD EDITION

REHEARSAL

By MIRIAM A. FRANKLIN, *Director of Drama, Washburn University.*

This is a basic text for courses in beginning acting, play production, and drama appreciation, suitable for one-semester or two-semester courses.

The new edition offers an excellent balance between theoretical and practical "how-to-do-it" material. It is so constructed that students will acquire an immediate interest in acting practice. By the use of scenes from well known plays, the book combines high grade practice scenes from the better plays of today and yesteryear, as well as an introduction to the best in dramatic literature. Much of the third edition contains new discussion and practice material.

Outstanding features:

1. The organization is simple and direct. The text is presented in four interesting phases—habitual in acting—physical in acting—mental in acting—emotional in acting.
2. The most important innovation of the new revision is the use of marginal notes to remind students that each scene offers practice in many different phases of acting.
3. Exercise material is vastly improved by a careful pointing up of the many principles underlying every good scene. This is largely done through the use of the marginal reminders.
4. Students learn the principles of acting through the study of our best playwrights in scenes from:

Eugene O'Neill's *Mourning Becomes Electra*

Maxwell Anderson's *Winterset*

George Bernard Shaw's *Pygmalion*

Clifford Odets' *Awake and Sing*

Elmer Rice's *Street Scene*

Lennox Robinson's *The Far-Off Hills*

Noel Coward's *Blithe Spirit* and *Hay Fever*
and many others.

To be published January 1951

300 pages

Send for your copies today!



70 Fifth Avenue

New York 11, N. Y.

WHITTIER COLLEGE

Department of Speech and Drama Offers

A.B. and M.A. degrees, special credentials in Speech Correction, Audiometry, and Speech Reading, and a year-round Speech and Hearing Clinic

Courses in areas of
**DRAMATICS, RADIO,
PUBLIC ADDRESS,
SPEECH CORRECTION,
AND SPEECH FOR
TEACHERS**

Small, friendly student body in
beautiful Whittier, California

For information write:
HEROLD LILLYWHITE,
Department Chairman

UNIVERSITY OF ALABAMA

DEPARTMENT OF RADIO

Courses of study leading to
the B.A. and M.A. degrees in
Radio are offered in the areas
of radio-television announcing,
acting, writing, production, pro-
gramming, sales, and educa-
tion. For information, write

**Leo Martin, Head,
Department of Radio,
University of Alabama,
University, Alabama.**

Old Copies of Journal Needed

**We urgently need copies of the following back issues
of the Southern Speech Journal:**

Sept. 1938, Vol. IV, No. 1

Jan. 1939, Vol. IV, No. 3

Mar. 1939, Vol. IV, No. 4

Jan. 1941, Vol. VI, No. 3

Sept. 1945, Vol. XI, No. 1

Jan. 1947, Vol. XII, No. 3

Nov. 1948, Vol. XIV, No. 2

Mail to:

**DR. T. EARLE JOHNSON, Executive Secretary
Box 2025, University, Alabama**

Department Of Speech UNIVERSITY OF FLORIDA

Constans, H. P., M.A., LL.B., Head	Public Address
Dickey, Dallas C., Ph.D.	American, British, and Southern Oratory
Dierlam, Robert J., Ph.D.	Theatre History; Interpretation
Dusenbury, Delwin B., Ph.D.	Acting; Directing; Playwriting
Ehninger, Douglas W., Ph.D.	Debate; Classical and Modern Rhetoric
Hale, Lester L., Ph.D.	Pathology; Director, Speech and Hearing Clinic
Larry, Cynthia, Ph.D.	Phonetics; Interpretation; Speech for Foreign Students
Mase, Darrell, Ph.D.	Coordinator, Florida Center of Clinical Services
McClellan, Margaret, M.A.	Correction; Children's Clinic; Education
Morrison, Sheila, M.A.	Fundamentals; Speech and Hearing
Rickert, Robert T., M.A.	Theatre; Technical Director
Steis, William B., M.A.	Commercial Radio and Station Management
Tew, Roy, M.A.	Voice Science; Audiology
Weaver, J. Clark, Ph.M.	Educational Radio and Television

and Graduate Assistants.

Located in a completely new, all air-conditioned building,
with the finest in Clinical Facilities, Radio Studios, and
Experimental Theatre

Eleven M.A. Degrees granted in 1950; Six Ph.D. Candidates
in Residence

A Friendly Department with a genuine personal interest in
all students

Scholarships, Fellowships, and Assistantships available

For Information
write

H. P. CONSTANS, Head
Department of Speech
University of Florida
Gainesville, Florida

Auditory Training Tools by Jay L. Warren, inc.



...with the new, important **GATED COMPRESSION AMPLIFICATION**

MODEL D-1 UNIT

The Model D-1 is a compact, portable, low-priced unit designed for home as well as school. Balanced Hearing can be achieved through Gated Compression Amplification in this model. Can be used with Radio, Phonograph or Television and produces excellent tone qualities. Truly an important aid in unifying the handicapped child or adult with the entire family. Engineered to allow use of two additional dynamic headphones—all operated at full output of 140db with less than 2% distortion. Every desirable feature is incorporated in this unit.

MODEL T-1 UNIT

This unit is especially adaptable to assisting in developing sound and speech awareness, stimulating auditory receptiveness, teaching environmental sounds through records, developing sound discrimination and encouraging normal listening habits in the home. For group training six headsets may be used at one time. Special emphasis may be placed upon live-voice speech training, discrimination of speech and sound memory, retaining and developing speech and sound perception.

MODEL T-2 UNIT

Here's another Warren first you should see before making a selection. It is a professional unit engineered to meet your every requirement in teaching and rehabilitating the hard of hearing or profoundly deaf. Designed to evaluate the residual hearing; the unit will accommodate from one to twenty students where high intensity level is required. Protects the ear against all suddenly loud extraneous sounds. A unit with two-way monitoring — microphone sensitivity controls — masking inputs — mixing — normal ear action for comfortable listening.

**WRITE TODAY FOR FURTHER
INFORMATION AND PRICES.**

Jay L. Warren, inc.

Medical Electronics Designed for Better Hearing
5 NO. WABASH AVE. CHICAGO 2, ILL.

THE DEPARTMENT OF SPEECH FLORIDA STATE UNIVERSITY

Tallahassee

STRONG INTEGRATED CURRICULA IN

Public Speaking, Discussion and Debate, Rhetoric

Speech Pathology and Audiology

Interpretation and Drama

Speech Education

Radio

LEADING TO THE A.B., M.A., AND PH.D. DEGREES.

Faculty 1950 - 51

Ainsworth, Stanley, Ph.D.
Edney, Clarence W., Ph.D.
Lewis, Thomas R., Ph.D.
McCalmon, George, Ph.D.
Minnick, Wayne, Ph.D.
Phifer, Gregg, Ph.D.
Tolhurst, Gilbert, Ph.D.
Busfield, Roger, M.A.

Crow, Emily, M.A.
Drake, Christine, M.A.
Graves, Russell, M.A.
Grimes, Rebecca, M.A.
Reimer, Charles, M.A.
Thomson, Elizabeth, M.A.
Williams, Dean, M.A.
Zerke, Carl F., M.A.

and assistants.

GRADUATE ASSISTANTSHIPS.

FELLOWSHIPS.

SCHOLARSHIPS AVAILABLE.

for information write to

Dr. C. W. Edney, Head
The Department of Speech
Florida State University
Tallahassee, Florida

THE HISTORY OF THE
CITY OF BOSTON
FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME
BY
JOHN HUTCHINGS
OF THE BOSTON BAR
IN TWO VOLUMES
VOL. II
BOSTON
PUBLISHED BY
JOHN HUTCHINGS
AT THE BOSTON BAR
1796

U

E
E

fe
El
te
in
TH
Ac
pr
M
●
Pl
Fu
in
an
H
Se
ca
m
fo
Pr
In
tie
Pr
er
M
bi
an
Se
in
in
(2
Sy
Se
To
of
To
M

UNIVERSITY of MICHIGAN

DEPARTMENT OF SPEECH

DEGREES

Bachelor of Arts	Master of Science	Doctor of Philosophy
Bachelor of Science	Master of Arts	Doctor of Science

Courses

● **Public Speaking and Rhetorical Criticism:** Fundamentals of Speaking, Public Speaking, Discussion, Conference and the Open Forum, Theory and Practice of Argumentation, Elements of Persuasion, Advanced Public Speaking (2 courses), Contemporary Public Address, History of Public Address (2 courses), Studies in Argumentation and Discussion, Classical and Medieval Rhetorical Theory, Renaissance and Modern Rhetorical Theory, Seminar in Public Address (2 courses). ● **Interpretation:** Introduction to Dramatic Interpretation, Shakespearean Characterization, Study of Characterization in Modern Drama, Interpretation of Modern Poetry, Theory of Oral Reading. ● **Theater:** Theater Appreciation, History of the Theater, Elements of Play Production, Fundamentals of Stagecraft, Fundamentals of Directing, Fundamentals of Makeup, Character Portrayal, Historical Styles of Acting, Stage Lighting, Scene Design, Directing and Producing, Costuming and Costume History (2 courses), Community Theater, Studies in Theater History (2 courses), Period Scene Design, Production of Period plays, Seminar in Dramatics. ● **Radio and Television:** Introduction to Broadcasting, Radio Speaking, Radio News and Special Events, Radio Dramatics, Direction of Radio Programs, Stage and Radio Diction, Writing for Radio, Television Techniques, Radio Workshop, Radio and Television Program Policies, Seminar in Radio and Television. ● **Speech Science:** Introduction to the Scientific Study of Speech, Biolinguistics, Introduction to Phonetics, General Phonetics, Science of Speech Improvement, Principles of Speech Correction, Dynamic Phonetics, Individual Differences, Development of Speech Specificity, Study of Speech Disorders, Methods of Speech Diagnosis, Hearing and Audiometry, Hearing Rehabilitation, Phonetics, Acoustics of Speech, Aphasia Therapy, Anatomy and Function of the Vocal Apparatus, Statistical Techniques in Speech Science, Seminar in Research Methods in Speech Correction, Practicum in Speech Therapy, Practicum in Diagnosis of Speech, Practicum in Hearing Research and Therapy, Theories of Hearing, Seminar in Phonetics (2 courses), Seminar in Speech Pathology, Seminar in Voice Science, Systematics of the Science of Language, Internship in Speech Correction, Seminar in Experimental Studies of Speech Science. ● **Pedagogy:** Teaching of Speech Correction, Practice in Speech Correction, Teaching of Speech, Direction of Forensic Activities, Teachers' Workshop in Radio, Teachers' Workshop in Dramatics, Philosophy of Speech Education, Methods of Research, Problems in the College Teaching of Speech.

Address G. E. Densmore, Chairman, Department of Speech
University of Michigan, Ann Arbor

SCHOOL OF SPEECH NORTHWESTERN UNIVERSITY

CHICAGO - EVANSTON, ILLINOIS

A National Center for Undergraduate and Graduate Study in Speech

- Over nine hundred majors in Speech from forty-five states and foreign countries.
- A Faculty and Staff of ninety-five persons.
- Departments of Public Speaking, Speech Correction and Audiology, Theatre, Interpretation, Radio and Television, Speech Education.
- Degrees in Speech: B.S., M.A., Ed.D., Ph.D.
- The University Theatre, Radio Playshop, Workshop Theatre, Speech and Hearing Clinic, Debate and Oratory.
- Clarion DeWitt Hardy Scholarships in Forensics, Edgar Bergen Foundation Scholarships in Theatre and Radio, C. C. Bunch Fellowships in Speech and Hearing, School Scholarships and Fellowships.

A Friendly Campus on the Shore of Lake Michigan

For information about the School of Speech, address
James H. McBurney, Dean of the School of Speech,
Northwestern University, Evanston, Illinois.

